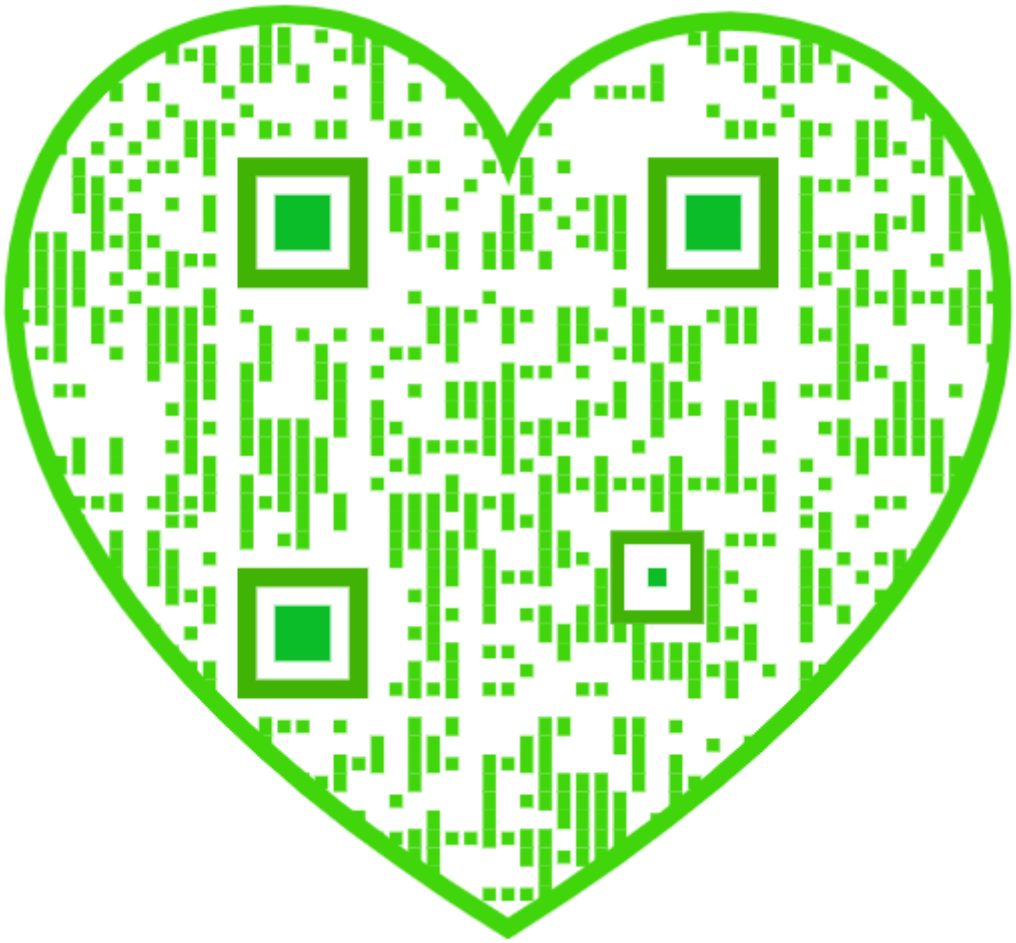

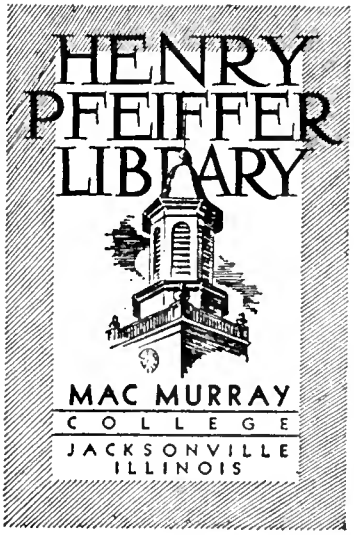

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Colorful Living

Art, Sport, Recreation As a Substitute for War

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"To serve in an active army, even when you are not under fire, is to live in more parts of your nature, in a greater variety of nerves, with a keener sensitiveness and a more vital energy than you suspected you had. The mere possibility of danger, the fate that hangs over you, even if it does not fall, makes life inexpressibly colorful. The fiendish thing about war is this, that nothing in peace gives you so much sense of being alive. Until pacifism reckons with this fact, we shall have war, because that man who has been through a war and has not been hurt will usually try the next war in the hope of living again before he dies."—*John Erskine*, in the *Herald Tribune Magazine*, June 26, 1932.

SEVERAL TIMES recently the question has been put to recreation workers as to what can be done through the recreation centers, the athletic fields, and through the recreation leadership in the community to give a more adequate measure of adventure and of "living again" in the midst of a world that is often all too dull.

At certain periods of life for certain individuals football, basketball, sailing in a heavy breeze, horseback riding, polo playing, give very much of this sense of complete living, requiring that the preson engaged shall feel alive, keep completely awake. In another field, playing certain difficult pieces of music on the violin seems to make much the same demand and give much the same satisfaction to certain kinds of individuals. For other individuals the complete giving of themselves to parts in a play has much the same effect. Even girls of twelve to fourteen years of age sometimes come out of a religious play as if they were coming down from the mountain of transfiguration.

It should not be forgotten that certain experiences in sport, in art, in the processes of beauty, give almost as much of satisfaction in memory as at the time.

The completeness with which the individual is taken up, absorbed, gripped by his experience, the absolute dedication with which he gives himself to the activity, seem to have power to make the experience one never to be forgotten. Enough such experiences give the individual a feeling that no matter what may happen in the future, one worth while life has been lived already.

Surely humanity has power within itself to work out in enough variety these completely absorbing activities so that all men and women shall have an opportunity to live without murdering one another in wars of state against state.

HOWARD BRAUCHER.

April, 1933 Vol. 27 No 1

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Spring's Awakening

Courtesy Nation's Schools Publishing Company

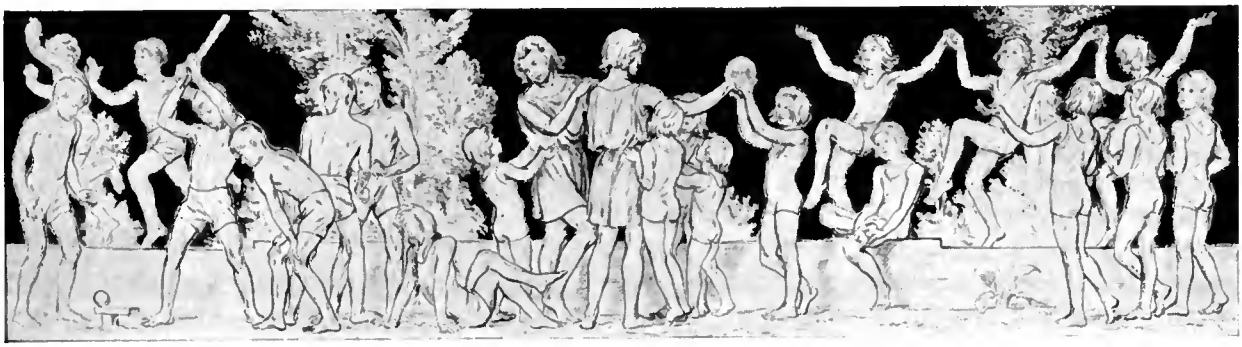
In the general movement for thrift gardens which has developed in the past two or three years, the importance of children's gardens has fortunately not been overlooked. In a number of cities recreation departments and school boards are promoting such gardens.

Cedar Rapids, Iowa, is a "garden city," and for eight years children's gardens have been fostered there. Last year approximately 2400 children had their individual plots for vegetables and flowers at the fourteen community gardens maintained under the auspices of the Playground Commission. At the same time adults took a more active interest than ever before in the gardening program. Over 1,000 families were given tracts for subsistence gardens.

The Recreation Division of the Park Department of Cambridge, Massachusetts, with the approval of the School Committee and the Cambridge League of Women Voters, held a backyard garden contest for school children. Awards for the best vegetables and flowers were offered at the end of the season by the Massachusetts Horticultural Society. Where the children could not afford to buy seeds they were given them.

Gardens for the unemployed have multiplied greatly. It is estimated that a total of 324 acres, or more than twice the number used last year, will be under cultivation in the summer of 1933 for community garden projects of the Mayor's Committee in Cleveland, Ohio. This will provide 6,450 individual plots as compared with approximately 3,000 last year. The number of home gardens, equipment for which will be provided free to the city's unemployed, will be increased.

Gardening should be stressed as one of the activities which is helping most to maintain both mental and physical health. For there is, in the contact with nature gardening gives, a source of deep satisfaction and joy.



Courtesy of Ministry of Hygiene and Physicol Education, Czechoslovakia

"Children Are Like That"

A plea for the child's right at times to choose his play wherever and however he may find it.

By

JOSETTE FRANK

NOT SO LONG ago it was accepted that the child's training was his parent's business, his "learning" was the school's, but his play was his own. It was his own, not by any divine right but rather because it was the unimportant remnant of his activities, with which no responsible person was particularly concerned. With the coming of a new philosophy of education, however, the child's play has taken on a new dignity as one of the chief instruments of education itself. From this change of viewpoint both parents and teachers have come to regard play as their business also, with the result that children seem to be losing their last remaining prerogative—the right to their own way of playing.

Is there not some danger that in our new-found concern for the "educative value of play" we may fail to see the woods for the trees? What, exactly, do we mean by play? We cannot safely circumscribe it by definitions, for play surely means different things to different people. But whatever may be its meaning, whatever its purpose and its values, is not the very essence of play to be spontaneous and self-chosen?

In a summer community, a number of parents organized a play group for their children, ranging from seven to ten years. The program was carefully planned and carried out by a well liked teacher, and on the whole the children seemed to enjoy the activities. There could be no doubt that this group successfully met many of the children's play interests.

It was not unusual, however, to hear a mother admonishing her seven-year-old, "You'd better stop playing now and hurry, or you'll be late for your play group." Or sometimes, "No, you can't play at home today—you have to go to your play group."

No room for choice or solitary play here! Play was where the group was. The seasonal change from school in town to vacation in the country had merely shifted the daily schedule from "compulsory education" to "compulsory play."

Toward the end of the summer the program of approved constructive activities and good physical education closed and the group ceased to function; but the children, as neighbors, continued to play together. Left to their own resources what did they do? To an adult interested in seeing what happened when "the lid was off" the outstanding phenomenon was that this group of children, most of whom had been brought up in the "modern manner," promptly divided itself into its male and female components—the girls against the boys. And this in a group where boys and girls had played together successfully all summer — under supervision! The girls took to trading squares of kindergarten paper, spent hours assort-

Miss Frank's article first appeared in *Child Study* for December 1932, an issue entirely devoted to a consideration of Play and Play Materials.

ing and arranging their stocks, which were never utilized as the cutout materials for which they were intended. Telling secrets—heretical as it may seem—was another of the girls' chief preoccupations, and next in choice came games of parchesi and casino. The boys occupied themselves with swapping treasures, quarreling about prerogatives, comparing their assortments of match covers, and generally annoying the girls who they seemed to consider their natural enemies.

Food for More Thought

One cannot draw conclusions from these and similar isolated observations but one is set to wondering: What do children find in these seemingly "useless" ways of spending their free time—ways which certainly seem not to fit into any adult picture of "educative play"? And has spontaneous choice no values in itself? How far is the adult justified in directing all of children's play, however subtly, into more "constructive" outlets?

In the nature of modern living a certain amount of adult supervision of children's activities—including play—is inevitable. So, also, is a certain amount of adult help in providing the "makings" for children's fun—substitutes for the attic, the hay loft and the cellar door of our grandmothers' childhood setting. We cannot expect our children to play in a vacuum, such as most city dwellings and even many suburban ones suggest from the child's play viewpoint. We have to offer them not only some place to play *in* but something to play *with* (possibly, but not necessarily, ready-made playthings); and along with these at least a modicum of freedom from adult sanctions. In the old-fashioned family with its busy household such freedom was a matter of course; it was a rare mother who had time to inquire at every hour what each of her nine children was playing at. Furthermore the large family, whatever its faults of exploitation of the younger by the older of its members, offered almost unlimited choices in the way of playmates. There was the group available when a group was wanted, and there was usually a like-minded brother or sister or cousin for chosen kinds of quiet play. In our modern family of two or less, and with our urban isolation from neighbors, we have also to provide our children with access to playmates—with some range of choice, not limited to these we adults would like to have them play with.

Putting the Grown-Up in His Place

But all of this does not mean that we must continuously busy ourselves with our children's play. It is true that children like the company of adults for a variety of reasons—but rarely for *play* reasons. It is fun for the children sometimes to have parents make things for them; it is fun for them to make things *with* parents which they could not make without adult help. But it is not necessary for children always to be "making things."

Adults can contribute to children's play, but only rarely can they truly *participate*. Again, children may like to take part in adult games. There is a certain thrill in seeing their parents sometimes abandon themselves to play. For when parents, usually so busy with serious affairs, actually take time for the childish fun of games—running or jumping, baseball as skating—somehow their participation seems to legitimatize play. Evidently these adults do not regard play as a "waste of time." But let us not deceive ourselves into believing we can be playmates to our children; normally their play is with their own kind.

Parents, especially the more conscientious among them, are often disappointed when their best efforts to keep their children's play "educational" seem to fail. The mother of a nursery age child, having provided her four-year-old with all the approved blocks in generous sizes recommended to suit his large muscle activities, was distressed to find him absorbed in the tiny wooden squares of his older brother's anagrams, painstakingly building these into miniature skyscrapers and train tracks. In a playroom full of the most approved preschool materials, these were his preferred playthings.

Again, children will want exactly what we least *want* them to want. In one household of confirmed pacifists a small son, well supplied

"What does a child enjoy? He enjoys seeing things happen as a result of his activity. The joy a baby gets from throwing a spoon repeatedly to the floor may be the noise that he has made. When a grown person gets a thrill from having accomplished something he is experiencing the same type of joy that the baby with the spoon enjoys. He is, in the best sense, playing. Play is not a side issue of life reserved for children. Life itself is a game, beginning with the simple acts of childhood and increasing in complexity, but suffused from beginning to end with the attitude of play—the joy of doing things."
—*John B. Morgan*, in *Child Study*, December 1932.

with tools for constructive play, spends his allowance on all the varieties of toy pistols. His one Christmas request is for a set of soldiers and "'a real gun that shoots." His games, when he is free to choose, are all of plunger and pillage and warfare. Is he simply rebelling against the rigid pacifism of the home attitude which bars out everything that suggests fighting, or is he expressing some personal or perhaps racial need which can find no other expression in his so tame existence?

The reverse of the picture is the mother who, from the keenly remembered pleasures of her own childhood, eagerly seizes upon her little girl's first expression of interest to buy her expensive fittings for a doll's house, and is then greatly aggrieved when the child's interest in these playthings fails to develop further. Many such parental disappointments arise from the fact that certain of the child's expressions of interest are hailed and singled out for encouragement, either because they tally with our own tastes and enjoyments, or because they seem to us to hold forth greater promise of "constructive play" than do others. In our haste to consolidate the gains, we rush forth to buy the accessories for this particularly play activity, only to find sometimes that it soon gives place to some other and, from our point of view, less desirable kind of play. Perhaps we have hopefully overestimated the interest, or perhaps we have simply forgotten to allow for the limitations of the child's attention span.

Very often, too, we misinterpret the child's true interest in what he is doing. One little girl persuaded a companion to walk two miles to a neighboring farm where, for the price of a nickel, a little boy would give them each a ride on his pony. It was, of course, a trip "without leave," and the parents were worried by the children's absence. When they returned, however, and confessed the objective of their little jaunt, the mother of the principal culprit decided that since pony rides were so alluring, legitimate pony rides must be provided. To her surprise, her carefully planned visits to a friend whose pony might be freely ridden brought only an indifferent response. A nearby brook proved more attractive. Perhaps, after all, it has not been the pony but rather the adventure that had enticed these children two miles from home. Perhaps it had been the fascination of danger, perhaps the lure of doing what they wanted when they wanted. Or perhaps it had been only the urge to escape the eternal vigilance of adults.

One might go on citing countless examples of this perverse insistence of children upon liking to do the wrong things, or, at least, the unapproved. There are the "funnies" and the Merriwell books, for example, which even children well supplied with the best literature fare devour with all too evident relish. There are the collections of divers bit of perfectly useless trash, when obviously collections of stamps or nature specimens are more worth while.

As one five-year-old naively expressed it, "Isn't it too bad that all the things I like aren't good for me!"

This is not to say that children do not also enjoy many of the play activities that *are* approved. But at each of the various age periods certain expressions find their way to the surface and are duly frowned upon. These range all the way from dawdling at six to babbling at sixteen. Just what may be the significance of many of these expressions we do not always know. We do know, however, that they are almost universal. Is not this some indication that they have their roots in every real need of childhood?

It might be argued that left to their own choices children might elect a diet of ice cream and cake, but that we, knowing better, insist they should have cereal and vegetables too. Nor do we leave it to them to decide whether they will learn arithmetic. We make it our business to see that they do. But play—that is, according to our pleasant notion of it—is not, or should not be, quite like arithmetic or carrots. It is a thing of the spirit, and its end is the satisfaction of some heart's desire. Does it matter if we do not know what that desire may be?

Where Wishes Come True

Whether this be thinking or dreaming, a yearning to be apart from the crowd for awhile or an ardent wish to be "one of the fellows," whether it be an aggressive expression of developing ego or a retreat from action to rumination and relaxation—it is the child's own, it is *his* play. We will do well, perhaps, to revise our definitions of play to include a kind of activity—or absence thereof — which is personal and private, and which carries with it some inner satisfaction defying adult sanctions.

(Continued on page 41)

A Broader Concept of Physical Education

Courtesy Westchester County Recreation Commission

A basis for a more vital conception of physical education.

By CHARLES SCOTT BERRY, Ph. D.
Director, Bureau of Special Education
Ohio State University

IN ANY AGE the prevailing conception of the relation of the mind to the body determines in large measure the aims and character of the physical education of that period.

The Athenian Greeks believed that mind and body were one and inseparable, that each influenced the development of the other. No other intellectual and beauty-loving people has ever given to physical education as high a place in their system of education as did the Athenian Greeks.

In the *Republic* Plato says, "Neither are the two arts of music and gymnastics really, as is often supposed, the one for the training of the soul, the other for the training of the body. . . . . The teachers of both have in view chiefly the improvement of the soul." It was hard for the Athenian Greek to think of a beautiful spirit existing in any but a beautiful body. Homely Socrates was the anomaly of his age. Almost without exception the great men of Greece were men of magnificent physiques. Greece alone, during the period of the "Golden Age," produced more great men than the whole world combined has produced during any subsequent period of equal length. There can be little doubt that the greatness of the Greeks was due, in some measure at least, to their conception of the relation of the mind to the body as it found expression in physical, aesthetic, and intellectual education.

During the Middle Ages the view of the relation of the mind to the body as held by the Church was in marked contrast to that of the Greeks. Influenced by the ascetic element in Christianity and by oriental thought the Church regarded the body as an evil, as something to be suppressed in order that the spirit might be untrammeled. Hence the practice of asceticism, the crucifixion of the flesh that the spirit might be free. The self-inflicted tortures of the body during that period are almost beyond belief. Needless to say, physical education as such had no place in the system of education approved by the Church.

The period of the Middle Ages has been well named the Dark Ages, the era when man was at war with himself. It is not surprising that for almost 800 years there was little or no progress.

Although the Church's conception of the relation of the mind to the body was tempered by the Renaissance, physical education as such held a lowly place until after the beginning of the modern scientific era.

With the development of modern science the conception of the relation of the mind to the body changed in a marked degree. The old view that

the mind was in large measure independent of the body and that the body was evil was supplanted by the view that the relation between the mind and body is most intimate, that for every mental state there is a corresponding brain state, and that in the words of William James, "our moods and resolutions are more determined by the condition of our circulation than by our logical grounds."

Physiology has shown the marked influence of the ductless glands in both physical and mental development. Psychiatry has revealed the futility of attempting to submerge or destroy fundamental urges. And behavioristic psychology has directed the attention away from the traditional dualism of mind and body to their essential unity as expressed in behavior.

We now have a sound, scientific foundation for a broader and more vital conception of physical education. If this conception is accepted, the chief aim of physical education becomes the development of the mind through the development of the body rather than merely the development of the body as an end in itself. Thus, in position of importance physical education becomes coordinate with, and not subordinate to, so-called academic or intellectual education.

Since feelings and ideas find expression only through muscular activity, obviously the proper development of the muscles of the body is of paramount importance in the education of the individual. The growth of the mind is contingent on muscular activity, the type of activity that makes possible the objectification and intensification of mental states. Physical education fundamentally seeks to make possible the full and free expression of mental states through the development of the body.

But in practice what is the meaning of this broader conception, that physical education is chiefly concerned with the development of the mind? In the first place, it means that some of the by-products of physical education now become major objectives. The acquisition of strength, endurance and skill ceases to be merely an end in itself but becomes rather a means to the development of certain mental traits. A good illustration of this is found in the changes which have taken place in intercollegiate sports during the past two decades. In football, for example, the rules have been changed repeatedly to make victory depend more on the development of strategy, initiative, resourcefulness, team work, and conformity to the rules; and less on weight, brute strength, and evasion of the rules. A reputation for good sportsmanship is now more highly prized than victory attained by questionable methods.

It is said of one "big ten" football coach that he has done more to develop desirable character traits in players on the football field than any professor has been able to accomplish in the classroom. In fact, we are just beginning to perceive the possibilities of games and sports as a means to the development of those mental traits which are of such vital importance in an age of cooperative effort.

The possibilities of physical education as a means to emotional expression or interpretation are beautifully illustrated in the folk dance. The satisfaction that comes from full participation in this dance is due, not to gesture and rhythm as such, but to the participation in the emotional life of the race which is made possible by the gesture and rhythm. However, to realize the desired end one must know the racial significance, the emotional and ideational background of these dances. Just as history enables one to experience the ideational life of the past, so the folk dance enables him to experience the emotional life of the past.

In games, sports and folk dancing, the teachers of physical education are now aiming more or less consciously at the development and expression of mental states; but in the physical drills and exercises of the classroom and gymnasium the chief aim seems to be the maintenance or improvement of health. In fact, the term "health education" in many places is used instead of "physical education" to indicate that physical education as such is not an end in itself but rather a means to the improvement of health.

Health, like happiness, can be found only in seeking something else. Health education does not touch the imagination of youth. The drills and exercises which are undertaken solely for health are almost universally disliked. There is no more pathetic figure than the normal individual labor-

This conception of physical education which defines its chief objective as the development of the mind through the development of the body, rather than merely the development of the body as an end in itself, was presented by Dr. Berry before the annual convention of the Mid-West Physical Education Association at Columbus, Ohio. It is reprinted from the *Journal of Health and Physical Education* for September, 1932.

Courtesy San Francisco Recreation Commission

Folk dancing affords an outstanding illustration of the possibilities of physical education as a means to emotional expression or interpretation.

iously working on the pulleys or taking a setting-up drill or running a half mile solely for the sake of his health (unless it is that brute for punishment who conscientiously eats all the foods he dislikes because they are supposed to be good for his health). It is mental, not physical, health that is the major goal and this goal can be attained only by directing the attention of youth to appealing objectives which lead to mental health.

But the objectives must be positive, not negative, if they are to appeal to normal youth. Good posture is most successfully attained by emphasizing the desirable effects of good posture, not by stressing the bad effects of poor posture. In the case of the cadet who desires a fine military bearing, setting-up exercises and military drill quickly yield permanent results. But in the case of the unwilling recruit these same exercises yield results less quickly and the results are seldom permanent.

Thus far our discussion has been confined in large measure to the development and functioning of the fundamental or large muscles in their relation to mental development and to health. As yet the education of the accessory or small muscles has not been regarded as belonging to the field of physical education except in so far as their development was involved in connection with that of the fundamental muscles. The training of the accessory muscles as avenues of expression has either been neglected or left to the teachers of voice, piano, speech and vocational subjects. It would seem that the basic training of the accessory muscles as muscles of expression belongs in the field of physical education and should take place in connection with the training of the fundamental muscles.

A fine bearing, a pleasant and expressive countenance, ease and grace in movement, muscular and emotional control, well modulated voice, graceful and expressive gestures—these things which so largely condition happiness and success result from the proper training of the accessory muscles.

But if this desired end is to be attained, some changes must be made in the modern gymnasium. Its apparatus—parallel bars, mats, horse, horizontal bar, pllleys and dumbbells—suggests strenuous physical exercise as an end in itself. One perceives the odor of perspiring bodies but does not feel the breath of the spirit.

If the chief aim of physical education is to be the improvement of the mind, let us bring into

(Continued on page 41)

Activities for Unemployed and Unoccupied Young People

A demonstration in county-wide cooperation for the unemployed

Last fall the Westchester County Children's Association, aware of the dangers to boys and girls in enforced idleness, and realizing the aid existing community forces might give, drew up plans to help meet the emergency. From a conference of representatives of schools and social and civic agencies there developed the County Committee on Youth Emergency Activities with the following objectives: to report to all communities daytime activities successfully initiated in ony center, and to focus community-wide attention on the need and stimulate community support for local agencies attempting to meet the need. We are presenting here abstracts from the report dealing especially with program suggestions.

ON EVERY HAND comes the suggestion that the public schools are in the most strategic position to render a service which will combat the present unfortunate conditions. With their trained staff, organized program and extensive facilities located in every community, the schools must be looked to for help in the present emergency. At the same time, one is aware of the insistent demand everywhere for reduction in public budgets including the budgets of the public schools. The problem, then, which now confronts us, is the need of increased use of school facilities at a time when there is a tremendous need to cut down expenses.

Certainly the necessity of curtailing public expenditures should not deter us from a careful examination of our own community needs and our obligation to our young people at this time. Are the taxpayers, who in many localities are now exerting pressure on boards of education to reduce budgets, aware of the small annual saving effected by refusing the free use of the school buildings for after school and evening recreation activities, and of the crucial need at this moment that these activities be carried on? The added cost to the schools of rendering these essential services is inconsequential in relation to the whole of the school's budget. Before dismissing, because of possible financial implications, other suggestions of what the schools may do, each suggestion needs to be examined carefully in relation to its cost.

During the war our public schools arose to the emergency then existing, rendering unprecedented services. These included the use of school facilities for various needed purposes. The staffs of teachers and school administrators, in view of the emergency, on every hand volunteered their extra time. Teachers, who are more conscious of the present emergency of youth than any others, will with other citizens in a similar way respond to the present need and volunteer their services wherever they may be helpful. There are many instances of additional burdens now being carried by teachers in the present emergency.

The availability of unemployed who have the necessary background to perform satisfactory work as leaders of youth under the emergency work relief provided by the state, may offer an opportunity to schools and other community agencies to provide educational services which otherwise would be costly. Recently in New York City a program of continuation education was inaugurated which is handled entirely by men and women from specialized fields who were unemployed and who have been certified to work as teachers by the Emergency Work Bureau. They are compensated out of appropriations made by

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the state and municipality for work relief. The extra cost to the schools of conducting this work is therefore very small.

A faculty of 285 has been chosen. This group includes architects, engineers, artists, accountants, dieticians, nurses, business experts and agricultural and industrial technicians. A substantial proportion of the work offered is in retainer or refresher courses to persons who wish further training in line with their regular occupation. More than 5,000 individuals registered on the first day classes were opened. Commercial courses were most in demand, with general courses in literature, dramatics, sociology and the sciences second. Home-making, trade and art classes followed in that order.

In cities and districts of Westchester County it is possible that a similar program may be inaugurated. Through an existing arrangement between the County Emergency Work Bureau and the County Recreation Commission, many capable workers have been assigned to the various village recreation commissions and public schools to assist with their programs and enable them to inaugurate new work. It is possible to have this plan much more widely adopted, for such an assignment might be made similarly to any school principal who would undertake to sponsor such an informal piece of educational work. It is hoped that in the several cities, each of which has its separate work bureau, this plan will be more widely used.

Courtesy Extension Division, Milwaukee Public Schools

The lighted schoolhouse—a need in every community, and never more essential than in the emergency all cities now confront.

Although we are here recommending the use of volunteer service of the employed teachers and the use of work relief service of the unemployed, we look upon that method of securing needed programs as an unfortunate and temporary makeshift and urge public support which will enable school boards and other public departments to make necessary additions to staff in the regular way as quickly as possible. We should regret any action on the part of public departments which resulted in the transfer of legitimate public jobs to the relief status.

Schools will vary greatly as to the kind of assistance they can offer these older boys and girls. This committee has therefore made a number of suggestions with full realization that no school will be able to follow all, but in the hope that in localities in which the problem is more or less acute, some additional work for this group may be undertaken by the schools.

How the Schools May Help

The following is a list of definite ways in which schools may assist in providing educational and recreational opportunities for boys and girls who are not now in the public schools and who are in need of assistance:

1. Offer day courses to those over 16 years which will attract the unemployed back to school. In order to interest not only graduates but also those who left school in the lower grades, to return for training, there is a need to supplement the traditional courses. These courses should be on an elective basis. No attempt should be made to force these students to go on with academic work. Enrollment should be permitted at any time and discontinuance of attendance allowed at the pleasure of the student. Courses should have a large degree of recreational content and should permit students to explore their interests and develop their abilities under guidance. The following activities, which have been conducted in various school systems, might be given as courses or offered as a club program similar to that carried on in a modern junior high school:

Shops—wood work—In these classes pupils should be encouraged to work on orders they might secure, broken furniture in need of repair, and otherwise given freedom in choice of job.

Electrical shop.

Machine shop.

Automobile repair—Material to start this work could undoubtedly be secured from local garages at practically no expense.

Printing—Second-hand equipment in good condition may now be secured at a very low cost.

Radio.
Art—Drawing and painting—cartoon drawing.
Commercial Art.
Metal Crafts—Pewter, wrought iron, brass and copper. Material and equipment sufficient for use of a class of ten may be secured for $25.
Interior decoration.
Photography
Modeling and sculpture.
Leather craft.
Music—Orchestra, band, chorus.
Dramatics.
Commercial—Typing, stenography, bookkeeping. In several places typewriters have been made available for certain periods during the day to those who wish to keep in practice. Informal classes are held in which one pupil gives dictation to another.
English usage.
Sewing.
Cooking—Including catering.
Dietetics.
Home nursing—It has been suggested that local hospitals might lend the unit needed to begin this work.
Shoe repair.
Astronomy.
Botany.
Biology.
Debating.
Aeronautics.
Ship model making.

Sales and exhibits might be held in connection with many of these classes, returns from which would help cover the cost of equipment and bring a small income to the pupils themselves. This has been accomplished very successfully for nearly a year in a woodworking class held at the Westchester Work Shop.

It is highly desirable, of course, that these activities be held during the day time. In case the school is filled to capacity during the hours of regular session, it may be possible to conduct this work immediately following school dismissal in the afternoon.

2. Make a follow-up of all drop-outs and recent graduates to find out what they are now doing and attract those who are idle back to school to a program which will interest them. In some cases cards are sent out by the school. In this way a contact is made and the young people are consulted in the formation of new classes. It may be possible to reach these former pupils by formation of alumni groups.

Recently in two cities in the county postcards were sent out, in one instance signed by the school superintendent, to those whom inquiry through the schools indicated to be unemployed. It was stated that the board of education was anxious to know if there were any service the schools could render at this time. Individuals were asked to return an attached card if they wish to come to the school for an interview. They were also asked to check from a list given any course which interested them. Those listed included:

Art—Jewelry, hammered metal, weaving.
Personal grooming—Hair dressing, manicuring.
Sewing—Including costume design.

Home nursing.
Dietetics.
Dramatics.
Music.
Commercial art.
Bookbinding
Printing.
Machine shop.
Electrical shop.
Auto repair.
Commercial.

Immediate replies indicate a demand for electrical work, auto repair, printing, proof reading, machine shop, typing and chorus work.

3. Interview all prospective graduates to encourage their return to school if they have no jobs to go to and are not going to college.

4. Offer recreational night school classes for those not enrolled in day school. These may include:

Music appreciation.
Art appreciation.
Choral singing.

In the Milwaukee school centers music is an activity the older boys are enjoying.

Orchestra and band.
Languages
Physical training
(through games)
Crafts.
Home-making.

The conventional college preparatory objective of night schools should to a great extent yield place at this time to a vocational and recreational objective. There are several unfortunate instances in which what may surely be termed a short-sighted policy was adopted in cutting from the program all work which was not being taken for academic credit.

In Wisconsin the educational leaders are doing what they can to enroll jobless young men for postgraduate courses in high schools, for work in the University Extension Division correspondence courses. In some communities special work at the high school has been arranged for such students. In such times as these study and reading become a very important form of "recreation activity." —*The Survey.*

5. Offer programs of free entertainment in the auditorium and gymnasium, open to all, taking care that those unemployed receive a special invitation. Every community possesses sufficient talent available without cost, if someone will take initiative and organize the occasions for its use. These may include:

Concerts (school and outside musicians).
Motion pictures (inexpensive educational pictures can be obtained).
Play Nights in the gym (volley ball, shuffle board, ping-pong, chess, checkers, folk dancing, etc.)
Athletic contests without admission charge.
Lectures.
Drama.
Community Singing.
Public Forums.
Dancing.

6. Adopt a policy favorable to promotion of leisure time activities and organization of groups for the pursuit of common recreational interests through the schools, relating all departments of instruction to this task. This is surely a step in advance of the widely accepted policy of merely permitting the use of school facilities to community groups on permit issued after some difficulty and in many cases after a fee has been paid.

7. Where financial limitations or public opinion do not permit so progressive a policy as stated above, it is recommended that more leniency be exercised to non-profit activity groups in granting use of facilities and that the whole procedure of granting permission be facilitated and that such groups be not merely tolerated but extended a welcome.

8. Where an official community recreation commission exists in any community, work out in joint conference a cooperative plan for serving the community in recreation.

Recreational or Leisure Time Activities Conducted by Agencies Other Than Schools

The term "recreation," as applied to the activities of most character building agencies, at the present time definitely includes educational and social objectives as well as those commonly thought of as recreational in a more limited sense. In most communities much of this work is conducted by agencies other than the school. Unfortunately not every community in the county has even one trained recreation leader. In those localities in which there are recreation directors and a recreation commission, the more alert groups have become very conscious that in a year of decreased budgets there is a larger crowd at their doors and that this group is not there alone in the evening but has the entire day on its hands.

Recreation directors can scarcely be expected to handle this unusual demand without some additional aid from the community. This year, while we cannot readily get donations of money to start much needed new projects, we can, we are finding more and more, get donations of time and volunteer service from individuals of high standing in business, professional and artistic circles who have time to give and want to help.

Since communities in the county vary so in size, in the number of existing facilities, such as schools — public and quasi-public — recreational agencies and centers, libraries, in size of unemployment problem and in their awareness of this problem, it is evident that no one program, however carefully worked out, could be adopted or found to be useful in all places.

There are, however, two general aspects of this problem common to all communities on which local recreation directors and interested groups have stated that suggestions would be helpful:

1. What is the best method of getting in touch with these young people who are not now participating in any program?

2. What additional activities can be offered by an existing recreation staff, other community agencies or by volunteer talent?

Means of Making Contact

It is true that enlisting unemployed young

people for daytime activities presents new problems even for the seasoned recreation director. While some of the boys are to be found around pool halls, "speakeasies" and other loitering places, many simply remain at home or wander about the county hitching rides, and some, due to an already long period of idleness, have developed inertia. A great number of them are disturbed and restless, and some are bitter because of the pressing need of work and of making a financial contribution to their homes. For these reasons, it is often with some difficulty that those most in need of profitable activity are reached.

Experience has resulted in the following suggestions for procedure:

It is well to secure by means of a canvass the number of boys and girls out of work in the community, and their names. In several places house to house counts have been made, in some agencies have contributed names of those known to them, and in others children in school have been asked to give the names of their older brothers and sisters not employed. To avoid delay in starting, it may be well to set up a number of activities which have been found to be of interest to this age group and to invite participation by sending postcards or telephoning to those whose names have been secured. Notices may be sent to the papers, to welfare agencies, police or other groups of individuals having contact with these young people. Posters should be placed in public places and in loitering places.

Personal contact, it has been found, will reach many who will not respond to other approaches. The most successful method of organizing new groups is by seeking out several natural leaders and interesting each individually in getting a group together for some activity desired by them.

One plan initiated by the committee as a means of enrolling numbers of these boys and girls in a daytime activity is the announcement of a series of county-wide tournaments to be held in the afternoon in ping-pong, shuffle board, deck tennis and checkers. The local tournaments, the first of which will be ping-pong, will be sponsored by local recreation commissions. Giving county-wide announcement to these activities, it is felt, will serve to give impetus to the local programs and interest additional young people to enroll who can later be directed to other activities. Two recreation directors have reported an immediate response to newspaper items, posters and bulletin board and conversational announcements of the ping-pong tournament.

As a guide to communities in determining the recreation interests of this group and as a basis in forming a program, an organization conducting research in the county has worked out the following very helpful questionnaire which is now being used in several localities.

Name ..... Address .....

Occupation .....

Under 25..... 25-40..... Over 40.....

Would you be interested in any further training?

Yes.....No..... If yes, what kind?.....

.....

What do you now do for amusement or recreation?....

.....

If nothing, what do you do with your spare time?....

.....

What is the best time you have had in the past year?...

.....

If there were a center in your neighborhood, would you be interested in:

1. Place to read Yes.....No.....
2. Free movies Yes.....No.....
3. Free shows *a.* Taking part Yes.....No.....
   b. Attending Yes.....No.....
   Participation.....

Westchester County provides recreation for mothers and children as well as older boys and girls.

Courtesy Westchester County Recreation Commission

4. Game rooms
   - Checkers Yes....No....
   - Chess Yes....No....
   - Cards Yes....No....
   - Ping-Pong Yes....No....
   - Shuffle board Yes....No....
   - Pool Yes....No....
5. Boxing and wrestling and basketball, etc.:
   - *a.* Participation Yes..No..
   - *b.* Attending Yes..No..
6. Community singing:
   - *a.* Participation Yes..No..
   - *b.* Attending Yes..No..
7. Orchestras:
   - *a.* Participation Yes..No..
   - *b.* Attending Yes..No..
   - Instrument .....
8. Arts and crafts:
   - Weaving Yes....No....
   - Carpentry Yes....No....
   - Sewing Yes....No....
   - Reconstruction of toys Yes....No....

Other activities .....

In one community in which this questionnaire was filled out for some 28 unemployed, the answers to the question for what they did for amusement were as follows:

(1) 9: reading	(5) 5: visiting
(2) 8: nothing	(6) 3: walking
(3) 8: athletic games	(7) 2: movies
(4) 5: cards	(8) 1: dancing

The following activities in the order of the times they were checked represent what this group would like to have if a recreational center were available:

Free shows 28	Cards 18
Take part 13	Orchestras 18
Attend 15	Take part 2
Free movies 25	Attend 16
Place to read 22	Arts and crafts 14
Community singing 22	Pool 12
Basketball, wrestling,	Checkers 11
boxing 20	Ping-pong 9
Take part 13	Shuffle board 7
Attend 14	Chess 3

What Must Be Conserved in Times of Crisis?

Morale. By strengthening fellowship and neighborliness in many groups each week.

Self-Respect. By aiding and stimulating every effort toward self-help.

Courage. By giving opportunities for thought and action.

Youth. By furnishing normal recreational and group activities, and keeping in school as many as possible.

Childhood. By lifting some of the burden from childish shoulders and giving opportunity for ploy and normal development.
—*From Chicago Commons.*

Suggested Activities

Certain games have been found to be of special interest to this age group. At the weekly Play Night at the County Center in White Plains, under the auspices of the Westchester County Recreation Commission and attended largely by young people under 21 years of age, game preferences in order of their popularity were as follows:

Boys

1. Volley ball.
2. Ping-pong.
3. Shuffle board and checkers.
4. Folk songs—dancing (piano volunteer).
5. Badminton and chess.
6. Archery.

Girls

1. Ping-pong.
2. Volley ball.
3. Shuffle board.
4. Folk dances.
5. Checkers.
6. Archery and Badminton.
7. Chess.

In many communities, there are a number of private and possibly public agencies approaching the use of leisure time from different angles. A well-rounded daytime program might be worked out if each were to contribute a special type of activity by plan.

While active games form an important part of the schedule of any recreation agency, many centers are offering or could offer in addition, the following: clubs and classes in radio, chorus, public speaking and dramatics, current events, orchestra, music appreciation, leaders' training, bowling, wrestling. There might also be forums, debates and discussion groups, talks on various topics—for example, a vocational series conducted by volunteer speakers who are experts in their various lines, hikes and planned trips to museums. Volunteer service for transportation should be available. In some centers typewriters have been made available to secretarial workers who practice regularly to retain their skill.

There has never been a greater need for individual counselling service for young people than at this time. The understanding leader with experience in dealing with boys and girls can contribute immeasurably to the present stability and future welfare of those with whom he can confer individually. So many are confused and at a loss to know what to choose, even among training possibilities. It is especially urgent now that such a service be provided in connection with such an educational program.

Rooms belonging to fraternal and patriotic orders, volunteer fire companies, churches, are often not in use during the day. A present canvass of such facilities would undoubtedly provide additional meeting places.

What Some Communities Have Done

In One Locality

A Youth Emergency Committee was formed to consider the special problems of these unemployed

young people. The committee was composed of representatives from the Recreation Commission, local branch of the Westchester County Children's Association, schools, police, Y. M. C. A., Y. W. C. A., Emergency Work Bureau and churches. Each member brought to the group the special information that his organization had of the situation. The planning of a program to take care of these unemployed boys and girls was then undertaken by this group. The following accomplishments have been reported:

At the request of this committee a census of unemployed young people was made under the direction of the local Citizens' Work Bureau. The names secured were checked by the committee and those not known to any recreation agency were sought out.

Two basketball teams have been organized and are using during the day club rooms offered by three members of the committee.

The Recreation Commission paid unemployed boys to insulate and paint the attic of a house being used for their craft shop. The furnishings were donated and woodwork benches discarded by the school were given them. This is now being used as a club room by the Junior Achievement Wood Work Company.

An apartment rented by an interested individual and donated for use is now the daytime headquarters for girls' groups sponsored by the Recreation Commission.

In Another Community

The local Recreation Commission opened a building a year ago for daytime activities. Present enrollment, secured through friends of boys and girls participating in evening programs, is now reaching several hundred a day. The director is utilizing the services of several people secured through the County Emergency Work Bureau. One of these workers is conducting an art class in which 22 people are enrolled and painting from models. A second individual is conducting a toy repair shop. Another is giving instruction in weaving—seven looms are busy three days a week and there is a waiting list of six. An adult archery group is forming a junior class and is offering free instruction. Community singing is being conducted under the direction of a volunteer. There has been much demand for this.

A junior boxing group is being formed under the direction of a volunteer who is an amateur.

Activities which have been most popular there are basketball and other gymnasium activities; shuffle board; ping-pong; cards (pinochle, bridge); checkers (four-handed); darts.

With many activities going full tilt throughout the day in what are now crowded quarters, one is impressed with the orderliness of the various groups, their courtesy toward each other and concentration on the task in hand.

The contribution which this communuity is making to the welfare of these young people is obviously considerable.

Use of Volunteer Talent

There has not been a time in recent years in which such a number of talented and capable people have some unemployed time and a real desire to be of help in their communities. We are learning that there are many such valuable community assets which we have not begun to call on or possibly to ascertain. It has been the experience of many that people who were often "too busy" when previously called on, now feel a real obligation to be of service. There are in every locality individuals with talent in music, dramatics and art who may be appealed to help with this special problem, so play equipment is being donated or loaned on request. There are undoubtedly many young owners of small moving picture machines who might have unusual vacation pictures they would be glad to show.

In several instances adult clubs have undertaken to sponsor junior groups, supplying leadership and equipment. This has been done by choral clubs and an archery group.

Can the Libraries Be of Further Help?

A very stimulating program which might be initiated by local libraries was submitted by a librarian in the county. The report stated in part:

"We have to offer—

"1. A place to read—books and magazines.

"2. A place to meet to hear lectures, speakers and see exhibits."

Can the libraries not initiate talks by talented people in the community—architects, artists, musicians, writers, story tellers—as well as talks by business men on vocations? These could be held in the library whenever there is an available room accompanied by book lists and displays on the subjects to be shown at the time of the lecture. In this way, potential users of the library could

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

In this issue of "Recreation" we present the first of a series of articles prepared by Mr. Knapp on the arts and crafts of play production for the inexperienced director, forming in their entirety a pattern for the direction of a play. It is not to be assumed that these articles will tell of the only method of production possible. There are many ways of producing a play. A great many successful directors, however, follow the pattern drawn by these articles, most of them unconsciously. Experience, plus trial and error, has shown them there are certain logical steps to take and certain rules to follow.

Poise, patience, perseverence - the "three p's" of play production.

THE ENTIRE production of a play lies in the hands of the director. He is all important and he must have certain qualifications to fill his position with honor.

First, he must be a leader and have the power of getting other people to do what he wants them to do. Many people who know a great deal about the theatre could never direct a play because at the second rehearsal they would not have a cast. One essential of leadership for a play director is to know his business and know that he knows it, at the same time keeping human and humane, avoiding arrogance and self-satisfaction like the plague.

The director must continually practise the "three P's" of play production—poise, patience, and perseverance. At the conclusion of two productions he will have attained them, or else he will be seeking refuge in the nearest sanatorium! The amateur actor acts only because he loves to act; he isn't being paid. Scolding, nagging, shouting on the part of the director destroy the pleasure of the actor and defeat their own purpose.

The successful director must love the theatre and its work so sincerely that it becomes contagious, filling the actors with a desire to do their utmost to make the production a great success.

He need not be an actor, but he should have an appreciation of the art of acting and know the simpler technique upon which the actor builds his art.

He must know the fundamentals of stagecraft, know something about make-up, lighting, scenery and costuming. He need not be an expert on each one, but he should know the fundamentals of each in order to guide that phase of the production.

Two Fundamental Principles

There are two general principles followed by practically every successful director. The first one is very brief, very simple, but hard for some people to understand. It is simply this — *the director directs.*

The word "director" means the person who is directing. He is the "big boss," the final authority on all things. The director should make this clear to his actors, not at the first rehearsal but at the time of casting Incidentally, he is the only one who directs. A play with too many directors is usually like the broth with too many cooks. He must keep a certain amount of discipline at rehearsals. The good director is respected and liked by his actors sufficiently to do this without unpleasantness. He should insist upon the following points:

1. Actors must do as told during the rehearsal. If they have suggestions, they make them after rehearsal. If accepted by the director, they can be incorporated at the next rehearsal.

2. Rehearsals must start on time. If only one actor is present the director can read lines opposite him until others arrive. Do not penalize those who come on time for those who come late. This will soon cure tardiness.

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Today's Nature Education and Tomorrow's Leisure

By WILLIAM GOULD VINAL
Western Reserve University

We may all of us share in the "four-H" objectives of the new nature education—healthful, helpful, happy, homely lives.

HOW SHALL the nature education of today with its lingering ambition for facts chained to the pickled and desiccated biology of the past be turned into service for the community needs of tomorrow?

The present loafers are those unfortunate individuals of yesterday who have not prepared for today's leisure time. Curbstone idling exists today because a vast army of the unemployed cannot turn toward nature recreation. They are hangers-to-the-curbstone because they are not conscious that there is anything interesting just beyond the curbstone. In contrast, there is a much smaller body of men trained and equipped for leisure who in their early youth were infected with nature longings, and are not "killing time."

If anyone had acted twenty years ago as though leisure, recreation or play could exist in biology, physics or chemistry, he would have been dealt with severely. The progressive nature study teachers of today will see to it that children are habituated in the enjoyment of parks, radios, museums, camps, forests, fields, gardens and streams in school days, that they may enjoy all these pleasures in post-school days. To many teachers of elementary science this movement will necessitate a drastic change in methods, talents and content.

Joyful participation in activities out-of-doors is a highly desirable form of nature education.

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The depression is a change. We will always have change. To change is one of nature's laws. Naturalists more than any other people realize that any change in the environment means a corresponding change in the organisms in that environment. If gravity should change three pounds it would become necessary to change our baseball fields, athletic records, stadiums, barometers, airplanes, blood pressure, muscles, nerve tissue, school methods and everything else. There are those who believe that the depression is of enough gravity to merit the thought of scientists as a whole, and of nature teachers in particular. Those teachers who can adapt themselves to the change will be the most successful. The mastodon did not meet the change. He is no more. Science teachers cannot afford to be mastodons!

"Life is much os it was in the days when Keats 'Stood tiptoe upon a little hill,' and Whitman sang 'What is this you bring, my America?' The old sources of ecstasy still endure-nature, the achievements of men, and the satisfactions of friends and lovers. What have we done to our young people, that they cannot see and feel it for themselves? We have stifled their imaginations. The source of the emotions lies in the imagination, and we, in our mad pursuit of efficiency and science, are neglecting the old, unchanging world, the source of sustenance, the imagination." *Frances Clarke Sayers* **in "The World That Does Not Change," —** *Bulletin of the American Library Association.*

The New Nature Education

The new nature education is the training of individuals in present day nature activities. It is not participation in the whole gamut of nature knowledge although knowledge may be an important by-product. Nature recreation, nature conservation and natural laws fundamental to health, are conspicuous activities in modern society. The classification of the 575,000 kinds of animals, the conjugation of algae, the malpighian tubules and tracheal systems fade rapidly in the absence of dictation.

With the passing of the recitation there is emerging what may be termed the "four-H" objectives which may be stated in one sentence as *healthful, helpful, happy, homely* lives. Helpful nature activities mean good citizenship in the back yards, in the parks and along the roadway. Happy objectives mean the full enjoyment of what nature has to offer in these places, and homely lives mean home hobbies with no aim beyond the sheer joy of doing. As graduates we earn the degree of HG, Health (or Handyman or what will you) in the Garden; KB, Keeper of Bees, or GF, Glad Faddist. And if these special science diversions do not function there are thousands of others with enough of adventure, mystery, danger, beauty or the practical to satisfy the most exacting.

Responsibility for this kind of recreation rests on teachers. The teacher who is to produce enthusiasm for leisure time science must possess enthusiasm for leisure time science. Many teachers are masters of scientific knowledge when it is in a book, but have no time for science when it is out-of-doors. The leisure time advocate must be one who has had experience, satisfaction and enjoyment in the field. Joyful participation in activities in the open is the only way to promote desirable emotional tone. Nature recreation requires skilled leadership. Most people who go to the woods do not know what to see, what to hear, or what to think. That is why the government has ranger naturalist service in our national parks. Through years of patient effort there have likewise been teachers who have stood for those types of nature activities that satisfy diversified human wants. That kind of interpretation of the outdoors has become an increasingly important service.

Whole-hearted promotion of nature recreation is going to upset the school time schedule. In life eight hour shifts for work, play and sleep are things of the past with leisure time ever on the long end. In school with eight hours to sleep and two to eat, the work day was five hours and the leisure day, nine. There was no thought of teaching Jack to play for that might make him a lazy boy. With Saturday, Sunday and holidays there was a generous allowance of leisure, making the school leisure week far in excess of the school work week. The school never grasped the idea that here was an opportunity for education. As a result we have been caught unprepared for the amount of leisure that has been thrust upon us. We find ourselves in the peculiar position of time off with no power to assimilate.

If science is extinguishing work at one end of the day, it is equally capable of creating worth while leisure at the other end of the day. Science has not made good that which it has taken away. This does not mean necessarily that one-half of the biology period should be devoted to work and the other half to leisure time activity. It is not

necessarily a dual system. To some children the making of a bird house would be work and to others a great sport. Genuine interest is the goal which makes the work play. Edison is reported to have said: "I think that I have never done a day's work in my life." Science teachers are on the threshold of a new age.

Furthermore, nature appreciation is not a chapter to be learned. It necessarily is a result of experiences with interesting things, outdoor procedures, and distinctive attitudes in the presence of certain natural aspects and activities. The Scouts have worth while leisure time experiences in nature. The playground leaders have to teach nature play. Schools have been delinquent and that is why the scouting and playground organizations have had to come to the rescue. Schools will also have to provide experiences. Appreciation will never come from listening to teacher talk. Science experiences for leisure have become the serious task of educators. "The law of nature is that a certain quantity of work is necessary to produce a certain quantity of good. If you want knowledge you must toil for it; if food, you must toil for it, and if pleasure, you must toil for it." What Ruskin could have said was that if we want leisure time science there must be a background for it.

We can go one step further and say that nature recreation takes care of the unemployed psychically as well as physically. There is a long road ahead but there are shade trees, song birds and clover fields if they can be brought within our perspective. When one gets out onto life's highway how much is he going to *think* biologically and how much is he going to *feel* biologically? A sunset, a lake, a mountain, a waterfall, will command *feelings,* and perhaps in a larger percent than *thinking.* And then there are the sunsets of tomorrow and those of the fall that are different. The *feelings* that one experiences in nature are potent counter-irritants for hectic times.

Nature Study As Recreation

There is ample evidence that nature study can be employed for recreational purposes. This is so obvious that there is no need of any technique of research to qualify the statement. In any large city one can find a lawyer-naturalist, teacher-naturalist, an artist-naturalist, a doctor-naturalist, a shoemaker-naturalist, a bank clerk-naturalist, an insurance agent-naturalist, and so on. All of them are more than ordinary naturalists. Leisure yearnings in me may demand a bird hike, in you, time off to read Van Loon, and in Roosevelt, a trip to Africa. The report of any of these amateurs shows that nature recreation compared with other forms of recreation is less expensive; that it is more functional, in that it can be enjoyed in all seasons of the year; that it is more enduring, in that it can be continued throughout life; that it is more satisfying in that it can be carried on without nerve strain, and that it is democratic, in that it builds good citizenship.

If the census records could show hobbies it would undoubtedly be discovered that bird hobbyists, camera fans, flower amblers, and all the members of other nature ilks are increasing more rapidly than population. This trend is a matter of opinion but there is ample testimony in the membership of nature clubs, in the attendance at nature lectures and trips, in the circulation of science books from the library, in newspaper feature stories, and in daily conversations.

Nor is leisure time science foreign to the daily life of any family, not even in the humblest home. The housekeeper who arranges daffodils with yellow candles to match; the father who studies about flowers for the border of the walk; the girl who cuddles her puppy; the boy who is thrilled by the story of Lindbergh or Byrd, has as sincerely the appreciation of nature as the Agassiz, Whittier or Burroughs. People who enjoy their lawns, gardens and peonies are ample evidence of science leisure from youth to old age. Scientific procedure and adjustments are continuously being made at the table, in the living room, in the back yard, at the bird bath, when we go out to the grocery and when we sit in church. It would take a shrewd man to itemize and classify the ramifications of human ejoyment to be found in nature.

The teacher of leisure time science must be led to realize that the curriculum for his instruction is the sum total of the leisure time activities that already exist in the community. He must be conscious of beautiful homes, the highest purpose of parks, and the thousands of human values that rank higher than knowledge values. By introducing children to interests in nature literature, by developing appreciations of the landscape, by launching natural science clubs, teachers are adapting their course to the needs of the community.

The greatest contribution of science to leisure time can be that of bringing us into contact with

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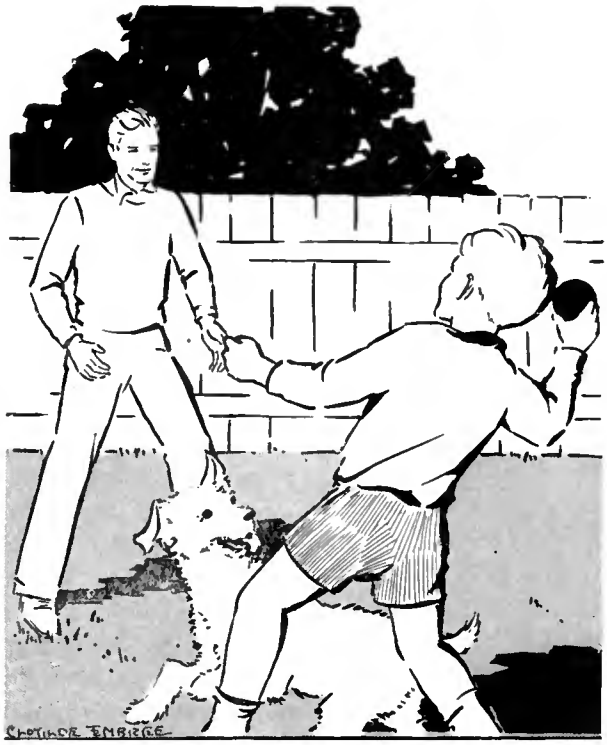
Boys' Week

April 29—May 6
1933



A week when attention is focussed on boyhood as a great world asset and the entire nation considers its boys.

From April 29th to May 6th organizations throughout the world will celebrate Boys' Week

In 1920 Boys' Week originated with the Rotary Club in New York City. The following year six large cities carried out the Boys' Week plan. In 1923 the week was reported from 608 cities. Nine years later, in 1932, Boys' Week was observed generally throughout the world.

The Boys' Week in our own country is held under the auspices of the National Boys' Week Committee for the United States. The committee has issued a manual of suggestions for the 1933 program which will be of interest to recreation workers.

Suggestions for Organization

The manual suggests a method of organizing for the week which involves an advisory council in each community of boys' workers and representatives of business men's organizations and similar groups. From this council or similar organization a boys' week committee should be selected to be made up of one representative from different distinctive groups of boys' workers, both volunteers and professionals. A chairman and secretary should be chosen who will be the key men of Boys' Week.

The plan of organization also provides for the appointment of committees for the various "days," for a publicity committee and other committees which may be needed.

The Program

Boys' Loyalty Day. On the opening day, April 29th, will come the parade, the most effective day's feature of the week which provides the greatest opportunity to demonstrate the boy power of the community. It marks the opening of the achievement exhibition or the hobby fairs and pet shows which have been so successfully promoted in connection with Boys' Weeks of previous years.

Boys' Day in the Churches. On Sunday, April 30th, clergymen will preach special sermons and in many communities there will be a special evening service for the boys held in at least one church. Special broadcasts may be provided throughout the day and evening.

Boys' Day in Industry. On Monday, May 1st, groups of school boys will visit the various types of industries in the community. Talks will be given before high school students on essentials for success in business, and business men will act

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The Girl in the Settlement Program

By DELITE M. MOWER
Director of Girls' Work
Henry Street Settlement

Courtesy Ministry of Hygiene and Physical Education, Czechoslovakia

The objective—that girls may find happiness and opportunity for personality development.

FOR MANY YEARS settlements have been looked upon as great centers for socializing divergent groups and for the protection and training of our young people of the neighborhood. This is especially true in the overcrowded sections of our larger cities, which glow with the glamor and romance associated with racial customs preserved from emigrant days. Many have found in the settlement expression, personal development and guidance, which are strengthened through association and comradeship with the people who come together with a mutual desire for personal expression and a greater purpose—that of introducing the new interests and awakening possibilities that offer a means of achieving courage and knowledge for a broader outlook on life.

The Settlement Program

And thus the settlement program is built—broad and flexible—to include a place for each member of the family and encourage human relationship development in the community from the tiny child to the grandparents; none is overlooked. Each department is organized for the specialized needs of certain age limits, from the preschool and kindergarten child on through later years, by the wide avenues of the boys' and girls' departments, including a group of tots called Midgets, from six to nine years of age; Juniors from ten to fourteen years; Upper Juniors from fourteen to sixteen years; Intermediates from sixteen to eighteen years, and the Senior group from eighteen to twenty years, with the Young Adult groups from twenty years on. From this point on the approach is made to the Adult Clubs. The membership includes the parents and relatives of the children who are integrated into the divisions mentioned.

The club, of course, is in many instances the main contact or the avenue of approach through which much of the training is given through educational and recreational programs. Whenever a child or adult is found to have special gifts along any line, he or she is encouraged by the leader to enter classes in arts and crafts, music and drama, where talents may be developed to the utmost. Later scholarships, some in universities, are awarded.

While the Visiting Nurse Service ministers to the care of the sick and the general health of the neighborhood, there is in addition a psychiatrist who studies the children and tries to adjust them to the activities to which they are best suited. This service proves valuable not only to little children, but the results are far reaching as they influence character and personality adjustments with the more advanced groups.

(Continued on page 45)

Squares d'Enfants

Play areas for little children win well deserved popularity in Paris.

"SQUARES D'ENFANTS," or children's squares, is the name which has been applied to the five play areas which have been opened in Paris largely through funds given by Mrs. Elise Stern of San Francisco. The name is said to have originated with Professor LeMee, an eminent Paris physician, after he had visited some squares reserved for children in Holland. An appeal for a similar provision of play space for the children of Paris brought a response from Mrs. Stern in the form of a gift of one million francs.

The first of the Paris squares, opened on April 5, 1930, aroused much interest and attracted many notable visitors, among them the Queen of the Belgians. Since the first square became a reality, four others have been opened in different parts of the city on land made available by the city of Paris. A sixth is now under consideration. The popularity of these squares is indicated by the fact that during the month of August, 1932, from eight to nine thousand children attended each of the playgrounds.

Boys and girls from two to six years of age are admitted to the squares each day from 8:00 A. M. to 7:30 P. M. Older children up to twelve years of age may also attend but only after school and on Tuesdays. Children may come only when accompanied by their parents and may leave only when their parents call for them.

The children are under the care of leaders who have completed special studies and are graduate nurses. Their presence alone is a guarantee of safe and sanitary conditions on the grounds. They are well qualified to take care of the needs of children who are injured or who have minor illnesses. But they are there especially as a preventive measure for it is one of their chief responsibilities to see that no child convalescing from a contagious disease enters the grounds. A relationship has been established between the schools and the playgrounds which is very helpful in the prevention of contagious diseases and which provides an exchange of information, making it impossible for children from families suffering from contagious diseases to come to the grounds.

Other careful sanitary hygienic precautions are taken. The sand with which the children play is

(Continued on page 46)

Gardening as a Recreation

By FAE HUTTENLOCHER

Organizer
Junior Garden Clubs of America
Des Moines, Iowa.

THERE FACES us today one of the greatest of public needs —the profitable utilization of leisure.

Shall we offer as a solution a few amusements of passing interest and of no permanent value or personal satisfaction? America and her enforced leisure demand more than this. A new world of recreation must be opened to her—one that offers rich returns, both spiritual and material

For such a recreation we turn to nature and the garden, the oldest and richest of the world's unexplored realms.

The idea of gardening as a recreation is new to those who have long thought of it as a form of labor. As a matter of fact, gardening is no more strenuous, perhaps not as much so, as the games that are commonly used on the playgrounds. The difficulty is that gardening has never been presented in its true light of fun, adventure, discovery, and keen competition with rewards that are rich in every sense of the word. And so in April or May when playground activities are offered to each school, the "game of gardening" should be intriguingly presented.

The preparation for gardening as a playground activity is not so difficult. If your town has a thrift garden committee, as so many have, ask the committee to assist you in securing the use of empty lots in various neighborhoods to be used as attractive garden plots for those who desire them. This thrift garden committee, cooperating with garden clubs and other civic organizations, will undoubtedly assist in the enterprise by furnishing seeds and plants for those who desire them. If they must be purchased, the Children's Flower Mission at Cleveland, Ohio, or the Agricultural Department at Washington, D. C., will furnish them at minimum cost.

Many nurseries will also be glad to cooporate by furnishing seeds in quantity at low cost. Paid labor from the Welfare Bureau or Park Department might be secured to plow or spade the ground. Or appreciative parents may assist in this matter. Further preparation of the soil as a seed bed should be made by each gardener.

The Junior Garden Clubs Plan

An adult garden club member, a teacher or representative of the Playground Department should present gardening as an alluring game at an assembly period of the entire school. This can be done through the Junior Garden Club illustrated lecture, "Through the Gardens of Gnomeland with the Junior Garden Clubs of America," which is sent for postage charges only to any who desire to organize Junior Garden Clubs.

Each child is given a card or multigraphed slip to take home for parents to sign. On this slip the Playground Department or other group in charge of the city's recreation program gives the location of the garden plot to be used in that neighborhood together with any requirements or instructions presented in connection with its maintenance and care. There is a place to designate a choice of vegetable and flower seeds with prices and directions for securing. These cards should be returned signed by parents before the last of April in order that necessary garden preparations may be made and seeds ordered.

To add further to the attractiveness of the idea, each plot will have its Junior Garden Club. Meetings will be held at the garden or park under the guidance of a playground leader or an adult garden club member of the civic committee. Officers will be elected as in a regular club. Such an organization will greatly stimulate interest and pride in each garden.

There may be a competition between the various Junior Garden Clubs and

(Continued on page 46)

"Gardening should be a part of the education of every child. Indeed, if a child had no other part of an education save that which he needed to make a garden flourish he would be well educated," *Angelo Patri*, New York City.

Why Not Grow Your Own Vegetables?

A plea for a more universal surrender for the attraction the brown earth has for man.

By R. P MILLER
Gardener for the Wyomissing Industries
Reading, Pennsylvania

IF NOT, as in the Eden story, the oldest of all occupations, gardening is at least very old. Our northern ancestors had their kale, or cole, or cabbage. Naked natives in New Zealand cooked spinach with their meat. Egypt loved the spicy flavor of onions, leeks, and garlic. The Israelites missed them in their desert wanderings. In Mexico and South America a dark race conserved for us the best of their corn, beans, tomatoes and potatoes. We are the heirs of all the ages. A seed is a frail thing, but these survived all perils. We owe it to posterity to transmit at least as good as we receive. It may be by saving seed from extra good vegetables that you can even become a link in the chain of improvement.

Practically all cool-season crops, except potatoes, are a heritage from the lighter races, our fathers and others. These — lettuce, radishes, onions, carrots, beets, parsnips, cabbage, peas, salsify, celery, chard and spinach—we plant early. Warm-season crops, on the other hand, are a heritage from the darker races, and many of them come from the Indians. These include corn, beans, tomatoes, peppers, egg plants, cucumbers, melons, pumpkins, squashes and sweet potatoes. Potatoes, also, though a cold-season crop, were given us by the dark races.

A Kitchen Garden for Every Family

Every family should have a small kitchen garden for a number of good reasons. It need not be wholly a vegetable garden, for no matter how small it will be large enough for both the eatable vegetables and the smellable flowers. What is important is to have the whole family interested in the garden, and it is the vegetable department which usually helps to engage the sympathy of some members who might otherwise be lukewarm.

One problem in every home is to provide sufficient quantities of healthful, palatable and wholesome food for family use. The food value of vegetables in a diversified diet is now quite generally recognized as of fundamental importance to health. Vegetables are rich in the minerals and vitamins that doctors and dieticians have found to be essential in the growth and dedevelopment of children and the maintenance of health in the adult. So, if the health of the family is to be maintained at its highest standard, vegetables in abundance must be provided.

Probably the most important reason for maintaining a vegetable garden is that of economy, a point which today cannot be overemphasized. It

Courtesy The Yarn Carrier

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will reduce the grocery bill materially by permitting a substitution of vegetables in some cases for the more expensive foods; it will supply the family with vegetables for canning, drying and for winter storage. An example of the dollars and cents value of a garden may be judged from the yield on one of the garden lots of Textile Machine Works last year. Starting very late and benefiting only by the second crops, on soil that was hitherto uncultivated, one gardener kept a record of the produce he raised, and when translated into the lowest market price of the season the value of the vegetables taken from his 20 by 40 lot was $25. These figures are net, all expenses deducted.

In many cities gardening is being promoted as a relief measure for the unemployed and as an economic necessity. Mr. Miller, in this practical article reprinted from the March issue of *The Yarn Carrier*, points out not only the economic advantages of gardening, but the recreational values as well.

Many people are urging that recreation departments do more to promote gardening. Why not begin this year?

The Recreational Value

Another reason for keeping a garden is the pleasant outdoor recreation it offers. As a means of healthy exercise, it surpasses golf; for excitement, it leads croquet; as a speculation, it beats poker. It develops mind, muscle and conscience. If it develops the appetite, it also supplies the wherewithall to satisfy it.

Then, too, all vegetables are more tasty, as well as more valuable from a dietary standpoint when fresh. If you have ever eaten sweet corn which had been lying about for a while, you have noticed the contrast with the fresh product. As soon as corn is picked, its sugar begins at once to change to starch. No one knows the true flavor of corn who has not seen it come smoking hot to the table within half an hour from the time it was growing on the stalk.

A garden solves a number of problems by providing both fresh vegetables and recreation!

Besides our genuine interest in providing food for the table, there seems to be a certain attraction that the brown earth has for man. The love of gardening is perhaps a heritage from our ancestors. Even the planning of a garden provides a thrill. Of all the literature of the year there is nothing which compares with the fascination of the annual seed catalogue! What a pleasure the gardener experiences with these books; he sees, somewhere between his own garden and his own imagination, those luscious red tomatoes without a single watery seed-cell, those heads of tender white lettuce the size of a derby hat and those delicate string beans. The bright anticipations of seed sowing are, in themselves, a greater happiness than one often purchases with many times the price.

With the ample leisure which we find forced upon us, there is possibly no more practical or enjoyable hobby we can devote our time to. All the labor and cash investment we make in a garden will be repaid, for gardening, like every other virtue, is its own reward.

Where to Make a Garden

The city-lot gardener usually has little choice in the matter of location, and must use whatever space is available, while the rural gardener has more selection. But take the best site you can get; do not be too particular. Pluck and perseverance can make a garden wherever weeds will grow. Avoid shady places and ground in which tree roots have spread. Gardens should have at

least five or six hours of sun daily. Do not select low, wet land unless you can drain it.

The garden should be as near to your house as possible. Many an odd moment can be spent in working a nearby garden when there would be no time to go to a distant one.

It is good to make a plan of your garden on paper. You have then a guide and a goal. You need to decide first, however, which way the rows shall run, what crops to grow, the part of the garden where each is to go and the distance between the rows.

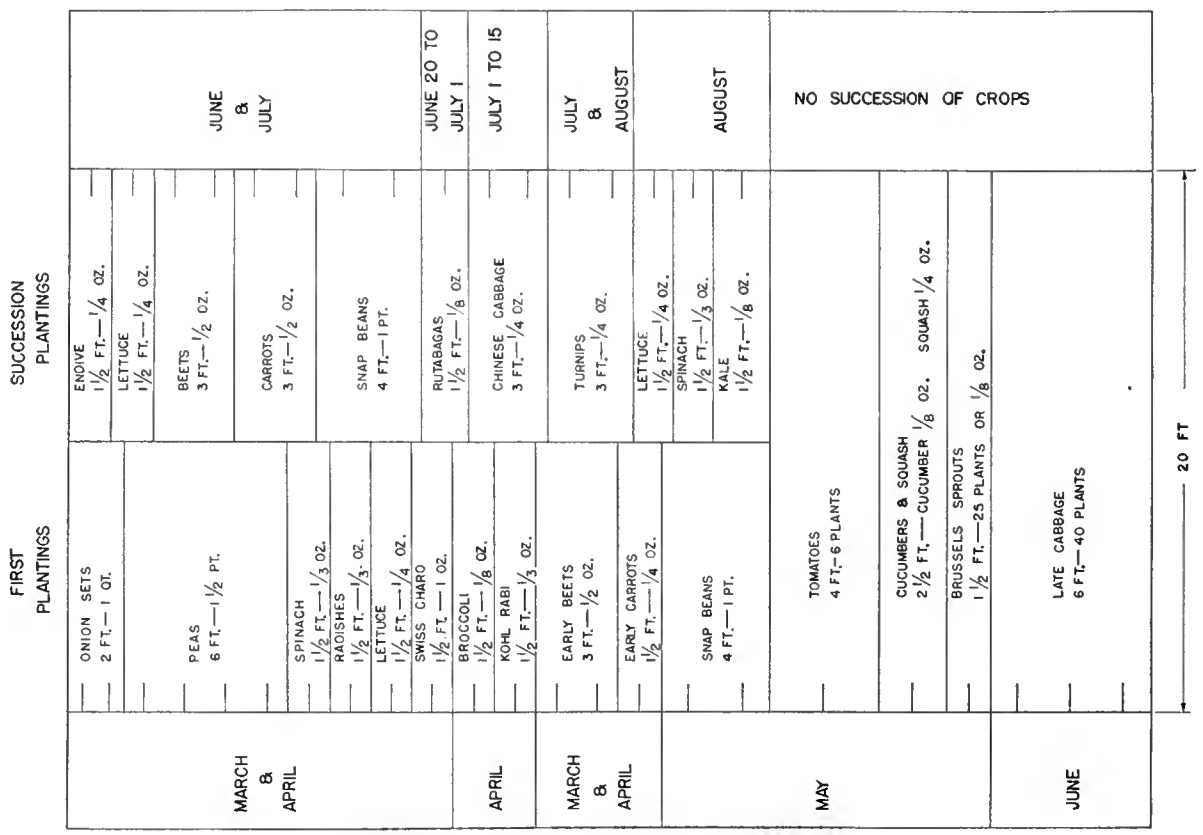
Decide first in what direction the rows shall run. It is advisable for the amateur gardener to have the rows run the short way; that is, if your lot is 20 by 40, plan your rows for 20 feet long. They should also run north and south so that the plants will shade one another less and therefore grow more rapidly. Allow in your planning for vegetables with spreading tops. Knowing the size of your lot and the space required for each vegetable, you can determine what seed to plant and the number of rows of each. With this information you can buy your seeds intelligently. Try to buy good seeds, even if they cost more—remember they are expensive because their production is costly.

There are many things to think about in selecting the crops that shall be grown, some of which are the size of the garden, your soil and your skill in gardening.

The most important thing of all is to plant these crops which are most valuable as food. Gardens should not be planned by family tastes only, but the family should strive to modify its tastes to include all vegetables. We should have a continuous supply of the leaf crops, lettuce, spinach, cabbage, beet greens, and chard. These are especially rich in iron, which is one of the substances our bodies need, and in vitamins. Snap beans, although not a leaf vegetable, are similar in nutritive value. Gardens should also contain generous amounts of carrots, beets, onions, and turnips, a few parsnips and salsify, and, if large enough, corn, peas, squashes and potatoes. Radishes and cucumbers have very little food value and are eaten only for the pleasant taste. The most important vegetable in the garden is the tomato, which should be part of our diet the year round.

GARDEN PLAN FOR A FAMILY OF FIVE

SUGGESTED BY THE BERKS COUNTY AGRICULTURAL EXTENSION ASSOCIATION


FIRST PLANTINGS
SUCCESSION PLANTINGS
MARCH & APRIL
ONION SETS 2 FT.— 1 QT.
PEAS 6 FT.— 1½ PT.
SPINACH 1½ FT.— ⅓ OZ.
RADISHES 1½ FT.— ⅓ OZ.
LETTUCE 1½ FT.— ¼ OZ.
SWISS CHARD 1½ FT.— 1 OZ.
ENDIVE 1½ FT.— ¼ OZ.
LETTUCE 1½ FT.— ¼ OZ.
BEETS 3 FT.— ½ OZ.
CARROTS 3 FT.— ½ OZ.
SNAP BEANS 4 FT.— 1 PT.
JUNE & JULY
APRIL
BROCCOLI 1½ FT.— ⅛ OZ.
KOHL RABI 1½ FT.— ⅓ OZ.
RUTABAGAS 1½ FT.— ⅛ OZ.
JUNE 20 TO JULY 1
CHINESE CABBAGE 3 FT.— ¼ OZ.
JULY 1 TO 15
MARCH & APRIL
EARLY BEETS 3 FT.— ½ OZ.
EARLY CARROTS 1½ FT.— ¼ OZ.
TURNIPS 3 FT.— ¼ OZ.
JULY & AUGUST
MAY
SNAP BEANS 4 FT.— 1 PT.
LETTUCE 1½ FT.— ¼ OZ.
SPINACH 1½ FT.— ⅓ OZ.
KALE 1½ FT.— ⅛ OZ.
AUGUST
NO SUCCESSION OF CROPS
TOMATOES 4 FT.- 6 PLANTS
CUCUMBERS & SQUASH 2½ FT.— CUCUMBER ⅛ OZ. SQUASH ¼ OZ.
BRUSSELS SPROUTS 1½ FT.— 25 PLANTS OR ⅛ OZ.
JUNE
LATE CABBAGE 6 FT.— 40 PLANTS
20 FT

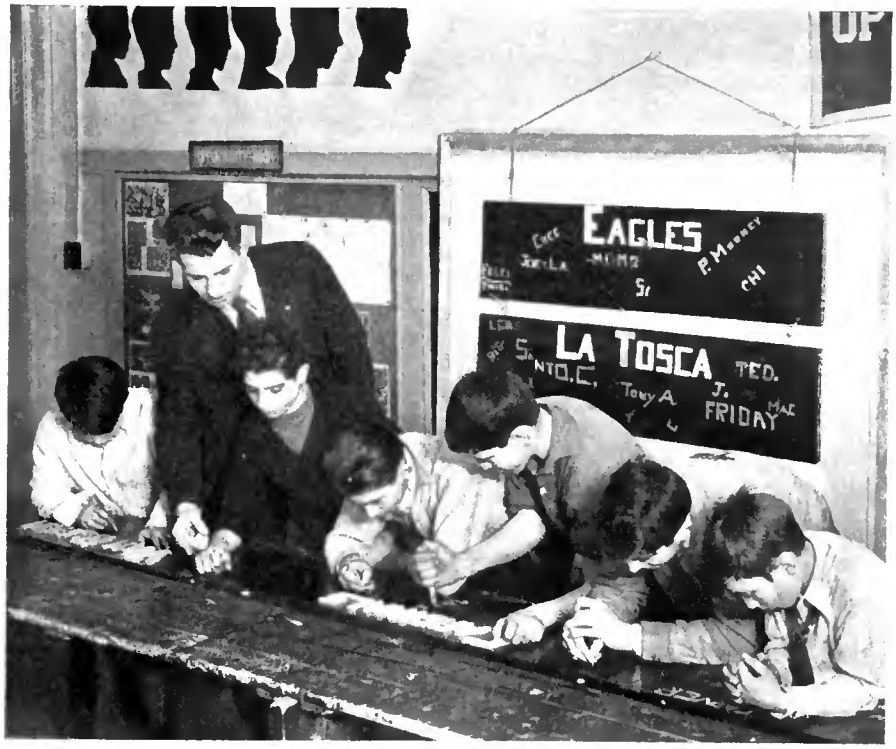
"Making the Wall"

A new and popular activity in a boys' club in Milwaukee

A silhouette on the wall is proof of regular attendance at this boys' club in Milwaukee

THE MILWAUKEE, Wisconsin, School Extension Department has a boys' club which has undertaken a project very popular with the members. This consists of making silhouettes for the entire membership of the club, each member cutting his own. The shadow for the drawing is produced by the light from a stereopticon. The silhouettes are mounted on the wall of the club room, and to "make the wall," a boy must have a record of regular attendance.

Carving out his nickname or the name of his club is an occupation any boy would enjoy!



Another project is the making of club name and nickname boards. The letters are drawn by the leaders, but the rest of the work is done by the boys who take very great pride in making the boards and hanging them on the walls of the club room.

The Milwaukee boys' clubs are having a remarkable effect on their members. A large part of the improvement in social consciousness and social behavior in the whole school, according to the principal of one school where clubs are in operation, is attributed to the club activities.

Recreations and Amusements of the Colonial Period

By EDWARD D. GREENWOOD
University of Colorado

When recreation was forbidden because it "invited the mind to sin" and interfered with making a living.

THAT AMUSEMENT was scorned and forbidden in the Colonial period not only because it invited "the mind to sin" but because it lessened the time and energy for making a living is evidenced in the writings of the time. Not only was leisure not wanted but there was none. This lack of leisure became an important contributing factor to retard the development of recreation and amusements in New England. Not until the late seventeenth and early eighteenth century were the inhabitants permitted to think of amusements and actually participate in recreative activity. "Cards and the theater were under all circumstances a waste of precious time, and therefore wholly banned. . . . William Clark, the Salem publican, was advised by the Quarter Court 'to forbear being offensive in suffering a shuffling board in his house, occasioning misspending of time.' " [1]

Legislation prohibiting time-consuming and sinful amusements was accompanied by various forms of punishment. On the Sabbath recreation was forbidden even to children.

"Among the first laws passed was one enacted in 1631, prohibiting cards and dice, and a law was subsequently passed imposing a fine for bringing them into the country or for being found in possession of them. Dancing in houses of common entertainment was also prohibited, and indeed dancing in any place was not favored." [2]

One must not assume, however, that prohibitions were more effective in 1631 than they are three hundred years later. Nor must one form an erroneous concept of New England life. The habits of drinking and gambling were not unknown. There were shooting and hunting parties for exterminating wolves and bears. [3] Quilting parties were common means of amusement. The young people had apple bees and cornhusks. During cornhusking time if a young man would find a red ear of corn, he had the privilege of kissing the girl of his choice. Kissing was not a rare form of entertainment at evening parties not only in New England but in all the colonies. [4]

Those amusements, such as quilting parties, cornhusks and apple bees, which had the dual purpose of accomplishing work and at the same time affording some diversion, were the most popular in the New England colonies.

The Middle Colonies

In the middle colonies, predominantly under the Dutch influence, the family was a solid unit. Many forms of recreation centered around the family. There was many family festivals. The Taverns were a universal meeting place for the older

The forms of recreation which the Colonial settlers enjoyed have always been a matter of interest. Edward T. Greenwood, in a thesis offered in partial fulfillment of the requirements for the degree of Master of Arts in the School of Education, New York University, presents a study of the beginnings of physical and social activities in this country. Through Mr. Greenwood's courtesy we are enabled to publish a number of extracts from his thesis.

1. Morisen, S. E.—*Those Misunderstood Puritans. Forum Magazine,* March, 1931, p. 145.
2. Howe, D. W.—*The Puritan Republic of the Massachusetts Bay in New England,* p. 111.
3. Ibid, p. 110.
4. Earle, A. M.—*Colonial Days in Old New York,* p. 216.

men and a place where the younger people could come and dance.[5]

The indoor games of dice, cards, shuffle-board, tick-tacking, and trock table were the popular games of the period, while bowls was the outstanding outdoor game.

"Shuffle-board or shovel board is an indoor game played by two or four persons with iron weights which are slid along a board sprinkled with fine sand. The board is 30 feet long, with slightly raised edges to keep the weights from sliding off sidewise." [6]

Tick-tack was a complicated form of backgammon. "The Compleat Gamester" tells us that tick-tack is so called from touch and take, for if you touch a man must play through even if you lose. "Tick-tacking" was prohibited during time of divine service in New Amsterdam in 1656.[7] A trock table was much like a pool table, on which an ivory ball was struck under a wire wicket by a cue. Trock was also played in the grass. Mrs. Earle tells of a Dutch tapster who had a trock table, which Florio designates as "a kind of game used in England with casting little bowles at a board with thirteen holes in it." [8]

Bowls, an outdoor game, was played on a bowling green on which the turf was closely shaven and rolled, surrounded by a shallow trench. A small round white ball, called the Jack, is placed at one end, and the object of the players is to roll their bowls so that they shall stop as nearly as possible to this mark.[9] Nine pins were originally used in the game of bowls but as the game was conducive to excessive betting, it was outlawed. Legend has it that a tenth pin was added to evade the law.[10] Bowling Green at the lower end of New York received its name from this game.

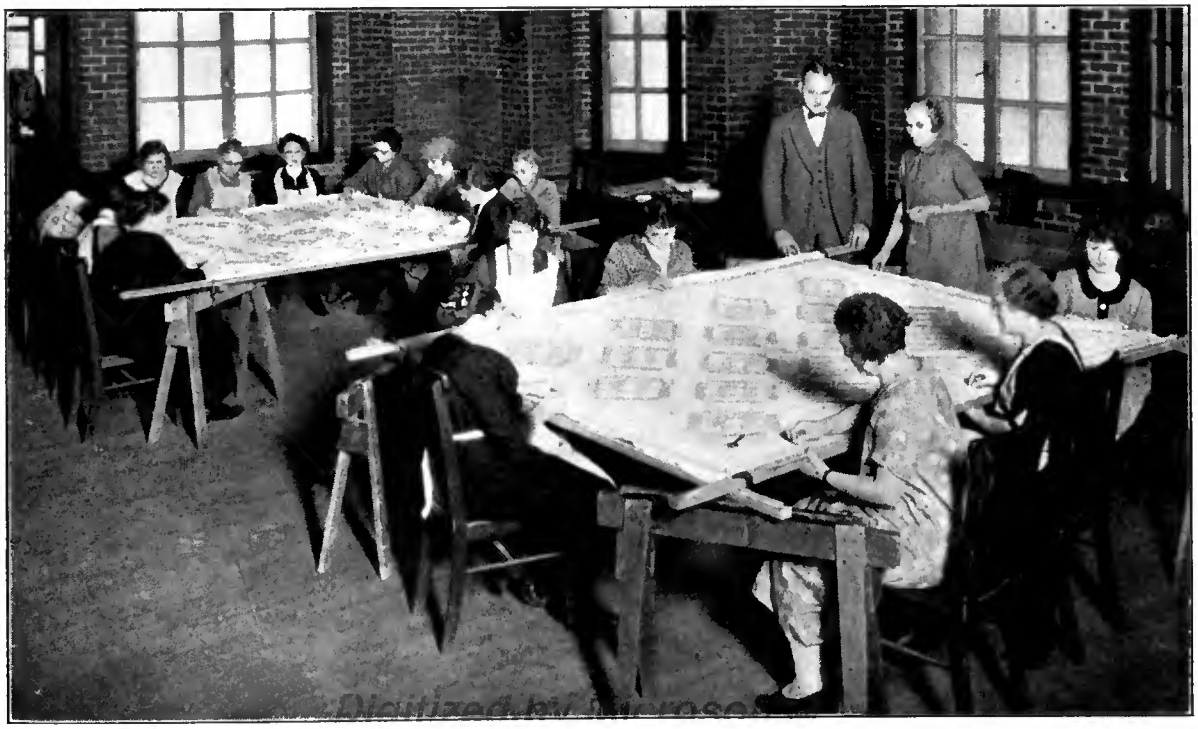
The Amusements of the Dutch

The Dutch indulged in more festivals and holidays than any of the other colonists. Vrouwen dagh or Women's day was celebrated by every young girl sallying forth in the morning armed with a heavy cord with a knotted end. She gave every young man whom she met several smart lashes with this knotted cord.[11] Might these be love taps? This day is claimed to have its origin in St. Valentine's day.[12]

Shrove Tuesday was another day of celebration. Men dressed in women's clothing and

5. Wiley and Rines, *The United States*, Vol. 2, p. 167.
6. *The Young Folks Cyclopaedia of Games and Sports.* J. D. Champlin, Jr. and A. E. Bostwick. H. Holt & Co., p. 111
7. Earle, A. M.—*Child Life in Colonial Days*, p. 200.
8. *Ibid.*, p. 209.
9. *The Young Folks Cyclopaedia of Games and Sports*, p. 111.
10. Rice, E. A.—*A Brief History of Physical Education*, pp. 145-6.
11. Earle, A. M.—*Colonial Days in Old New York*, pp. 191-2.
12. *Ibid.*, p. 101.

Quilting parties, so popular in the New England Colonies, find a modern counterpart in Chicago.



paraded about with noisy toys. One of these toys was the Rommelyertiesn or little rumbling pots. Pulling the Goose and Cock-Fighting were two of the amusements indulged in on Shrove Tuesday. Pulling the Goose "was a cruel amusement. The thoroughly greased goose was hung between two poles, and the effort of the sport was to catch, snatch away, and hold fast the poor creature while passing at a great speed." [13] During the eighteenth century Shrove Tuesday was devoted to cock-fighting, although this sport in general was more common in the southern colonies.

May Day was another day of jubilation. "Stuyvesant forbade 'drunken drinking,' and firing of guns and planting of maypoles, as productive of bad practices." [14] However, the May Day festival continued and at the present time we have the parks opened to children of the city schools for the celebration of this day by indulging in May Pole dances.

New Year's Day was devoted to noise and rejoicing. In New York men used this day to gather in parties and travel down to "Beckmann's Swamp to shoot turkey." [15] Guy Fawkes Day was another day which was enjoyed by gun-firing and bonfires. On Thanksgiving Day besides the feast, begging boys were part of the day's fun.

It is interesting to note that Samuel Sewall in his Diary on the date of April 23, 1704, or Lord's Day, makes the following comment: "There is Great Firing at the Town, Ships, Castle upon account of its being Coronation Day, which gives offence to many. See the Lord's Day so profan'd." [16]

Pinkster's Day was a holiday on which the negroes had a jubilee. The singing of African airs would start the day, then this would be followed by the dancing of the Sambos and Phillises, juvenile and antiquated, who did the double, shuffle heel and toe-break down. For musical accompaniment they used a drum constructed out of a box with a sheepskin head. The drinking of rum, rioting, and general disorder would end the day. The aftermath of this holiday would be that many of the colored folk would be brought to court for disorderly conduct. [17]

Besides these holidays there were days devoted to excursions which were organized by social clubs for the younger folk. These excursions would consist of either boat or wagon rides. John Fiske says:

"In the olden times society in New York as elsewhere got up with the dawn, took its dinner at noon, and devoted its evenings to recreation. Sleighing parties in winter and fishing picnics in summer were common amusements, and there were private theatricals, as well as balls and concerts." [18]

Tea Gardens and Marionette shows were also found in New York. Illustrated lectures became part of the recreation of the period. There were such things as curious animals, wax-works, and Philosophical Optical machines were also part of the entertainment. [19]

The May Day festival survived the early ban of disapproval and is with us today.

Turtle frolics and Waffle frolics were two other forms of amusement which were common. The turtle frolics were enjoyed in seaport communities, such as New York, Newport, and Providence. The turtle was prepared by a special cooking process. After the feast there would be

13. Earle, A. M.—*Colonial Days in Old New York*, p. 189.
14. *Ibid.*, p. 188.
15. *Ibid.*, p. 186.
16. Sewall, S.—*The Diary of Samuel Sewall*, 1674-1729. Vol. 2, p. 101.
17. Earle, A. M.—*Colonial Days in Old New York*, p. 196.
18. Fiske, J.—*The Dutch and Quaker Colonies in America*. Vol. 2, p. 283.
19. Earle, A. M.—*Colonial Days in Old New York*, p. 212.

dancing which was followed by serenading as each one left for home. The Waffle frolic was similar in nature except that card playing and dancing girls were added.

The English and French Influence

As the English and French influence became greater in the middle colonies, the amusements and recreations increased, and along with such recreations as singing, theater, dancing, feasting, shooting, ice-skating, and sleighing, there were such sports as fishing, golf, tennis, cricket, cock-fighting, bull baiting, and horse-racing.

Bull baiting was a very barbarous sport. "It consisted in causing a bull to be attacked by dogs, and to increase the fury, his nose was sometimes blown full of pepper. Another form of the sport was to fasten the bull to a stake by a long rope, and to set bull dogs at him, one at a time, which were trained to seize him by the nose. An art called pinning the bull." [20]

Horse-racing was very popular in New York. As early as 1666 Long Island had horse-racing. Even Puritan New England was interested in horse-racing. However, the New Englanders placed such severe penalties upon those who took part in horse-racing and betting that the sport never became very popular.

Ice skating, ice boating, and sleighing were part of the winter program which the young boys and men enjoyed. The popular style of skating of the colonial days was figure skating.

Music Enters

The singing of church music was the means by which music entered the colonies. The victory of the ardent advocates of the "singing by rules" also aided in establishing singing schools in New England. [21] Conrad Beissel of Philadelphia is claimed to be the first composer of music in America. About 1,000 of the hymns in the Ephrata edition printed by Benjamin Franklin in 1730 are attributed to him. [22] Later old dance tunes such as *Sweet Anna Page, Babbling Echo, Little Pickle,* were set to sacred words. Music grew in popularity, and the first American musical organization was founded in Charleston, in 1762. The name of the organization was the St. Cecilia Society. In New York the first record of a concert was as early as 1736. A Harmonic Society was in existence in 1774. [23] The ability to play or sing was considered a fashionable accomplishment which young ladies and men were supposed to possess. The popular instruments were the violin, flute, organ, clarinet, bassoon, spinet, harpsichord, and pianoforte. The harpsichord and spinet were very popular until the invention of the pianoforte. The pianoforte is "percussion instrument consisting of wire strings struck by felt covered hammers operated by keys arranged in a key board." [24]

Interest in Dancing Grows

Another form of amusement which is generally allied with music is dancing. Dancing was considered dangerous and in 1684 Increase Mathew preached a sermon against what he termed: "Gynecandrical Dancing or that which is commonly called Mixt or Promiscuous Dancing of men and women, be they elder or younger persons together." He called it the great sin of the Daughters of Zion, and he burst forth: "Who were the Inventors of Petulant Dancings? Learned men have well observed that the Devil was the First Inventor of the impleaded Dances, and the Gentiles who worshipped him the first practioners of this Art."

However, this and other opposition did not stop the growth of interest in dancing and at the end of the eighteenth century schools of dancing were organized and

At the end of the eighteenth century dancing was well established and many varieties of dances were being taught.

20. *The New International Encyclopaedia.* Second Edition, Vol. 4, p. 145.
21. Earle, A. M. — *Sabbath in Puritan New England,* p. 217.
22. Downes, O. — A Survey of Our American Music *New York Times,* May 10, 1931.
23. *The New International Encyclopaedia,* Vol. 18, p. 595.
24. Earle, A. M. — *Child Life in Colonial Days,* pp. 109-110.

Virginia is said to have had the first playhouse to be opened in the Colonies.

flourished. There was a large variety of dances taught. Rigadoons and paspies were taught in Philadelphia by a Signor Sodi. The Spanish fandango was taught by a John Walsh. Other modish dances were the De La Cours, Devonshire Jiggs, Allmand Vally's, and Minuets. Complicated contra dances were many in number and quaint in name; Clinton's Retreat, Blue Bonnets, Preist's House, The Orange Tree, The Innocent Maid, and A Successful Campaign.[25] These group dances might be considered the folk dances of this Country.

"The Virginia Reel has been considered by many as the most representative American folk-dance, whereas it is nothing more nor less than the well-known popular English country-dance known as Sir de Coverly, and can hardly be classed among the more typically American country dances which have either evolved or originated here.[26]

Another bit of evidence which might aid in verifying this statement is that the English Folk Dance Society organized by Cecil Sharp, performing at the 7th Regiment in New York on April 18, 1931, danced the Virginia Reels as one of the English Folk Dances.[27] Miss Peggy Champlin diplomatically selected the dance, "A Successful Campaign, to open the ball when she danced in Newport with Gen. Washington, to the piping of De Rochambeau and his fellow officers."

The First Theatres

Williamsburg, Virginia, had the first playhouse in the colonies in 1716. The New Theatre was the first playhouse in New York. It was opened in 1732. Its principal play was "The Recruiting Officer." In 1749 at Philadelphia a play, "The Orphan," by Otways caused such a sensation that a law was passed forbidding plays in this colony. Nevertheless this opposition was eliminated and the theatre soon became a profitable enterprise in Philadelphia.[28]

Probably the first light opera in the colonies was "The Beggar's Opera" by John Gay. Annapolis had the largest acting company in the colonies. They were the Hallam Henry's Dramatic Company which contained well trained actors. They played in Maryland every season for more than twenty years in such plays as "The Busy Body," "The Lying Valet," "Richard III, and "The Beggar's Opera."[29]

In the Southern Colonies

In the southern colonies the class distinction, the establishment of Negro slavery, and the plantation life were the outstanding factors which made southern colonial life different than the other colonies. One finds that a Hugh Jones writing in 1724 makes the following comment about the social life of the time: "The common planters, leading easy lives, do not much admire labor, or any manly exercise, except horse-racing, nor diversion, except cock-fighting in which some greatly delight."[30]

The sport which was popular in the middle colonies, but more popular in the southern colonies, was horse-racing. It was enjoyed by all classes. The upper class took great pride in breeding horses and racing them, while the lower class attended the horse-races as betters or onlookers.[31]

"Since the Virginians were excellent horsemen, it was natural that they should enjoy hunting."[32] Fox-hunting was the most popular type of hunting. George Washington was fond of fox-hunting and indulged in this sport until he was sixty-three years old when he was thrown from a horse and slightly injured.

Gambling was more prevalent in Virginia than

25. Earle, A. M.—*Child Life in Colonial Days*, p. 111.
26. Burchenal, E.—*American Country Dances*, Vol. 1, p. 6.
27. *The Program of the English Folk Dance Society.*
28. *Ibid.*, p. 317.
29. Hughes, Glenn—*The Story of the Theatre.* Chapter XVII, p. 318, S. French, 1928.
30. *Revolutionary Literature.* Edited by Trent & Wells, p. 16.
31. Fiske, J.—*Old Virginia and Her Neighbours*, Vol. II, p. 237.
32. *Ibid.*, p. 239.

in the other colonies, and "Innkeepers who permitted any game of cards, or dice, except backgammon, were subject to a heavy fine." [33] The favorite game of cards was "Put."

Backgammon which recently came into favor again "is one most ancient and widespread dice games, of which three schools survive; they are the Russians, Turkish, and English." It is sometimes called "tric-trac," though this is properly a distinct variety of the game and it was known as "table" until the seventeenth century. [34] It was popular in middle and southern colonies.

The popularity of nine pins or bowls spread throughout the three colonies. "As early as 1636 William Ward, of Accomac County, is found participating in a game of this kind which took place at the house of John Dunn, and the diversion proved so absorbing that he is reported to have spent the whole day engaged in it." [35] In Sewall's Diary he mentions the following: "Went to a Garden at Mile End and drunk Currant and Raspberry Wine, then to the Dog and Partridge's and played Nine Pins." [36]

Duelling and fencing were sports which did not have a large following. "Before the Revolution there had been a few duels fought with sword, notably one between Thomas Middleton and Colonel Grant. After the Revolution pistols were invariably used." [37] Duels increased until 1800 and then the interest in them waned.

Fisher in his book, *Men, Women and Manners,* has an interesting description of the Greased Pole. In the town of Norfolk fairs were constantly held in the market place, which are described as most uproarious, the people abandoning themselves to laughter, shouting, and fun beyond anything known in subsequent puritanic times. A giltlaced hat was placed on top of a pole, well greased and soaped, and as man after man climbed it only to slip down with a rush before he reached the prize, the crowd screamed with delight until some enduring one succeeded. [38]

The Virginia Gazette, a newspaper of the Colonial time, in its October issue of 1737 lists the various sports for the month. The following are excerpts from that paper:

"It is proposed that 20 horses or mares do run around three miles course for a prize of five pounds." "That a hat of the value 20s be codgelled for"; "A violin be played by 20 fiddlers, no person to have liberty of playing unless he brings fiddle with him"; "That 12 boys of 12 years of age do run 112 yards for a hat of the cost 12 shillings"; "That a pair of silver buckles be wrestled for by a number of brisk young men." [39]

Other events which were not listed in the *Gazette* were: "the running of races of young men with young women; pigs were turned loose and the whole crowd chased them among each other's legs to catch them by their greased tails. Some were sewn up in sack and ran races, tumbling and rolling over each other. Others raced through sugar hogshead placed end to end with ends out, and as the great barrels got rolling to and fro the affair ends, it is said, in nothing but noise and confusion. Then a man would appear with a pot of hot mush, and eaters with distorted faces and tearful eyes gobbled at it to see which was the fastest." [40]

Fishing was one of the popular sports of the South.

Outdoor Sports Popular

In summing up the amusements and recreations one notices that most of the activities were of the outdoor type and that the Southerners had a larger variety of activities than the other colonists. This might be considered the results of their geographical location and environmental conditions.

"There are no more striking survivals of antiquity than the games and pastimes of children. Many of these games were original religious observances; but there are scores that in their present purpose of simple amusement date from medieval days." [41] Activities of children seem to have seasonal cycles. The child of today has supervised activity, which is carefully graded, and yet this writer wonders if we have taken into careful consideration these seasonal cycles.

There were a large number of Tag games which the children enjoyed, such as Wood Tag, Stone Tag, and Tell Tag. Pickadill was a winter sport played in the snow. In the *Young Folks Cyclopaedia,* Pickadill is mentioned as another name for Fox and Geese. Stone Poison was another tag game. Honey Pots—"a game for very small children, any number of whom may represent honey pots, while older persons take the part of honey merchant and customers. The honey pots sit on the floor or grass in a row with hands

33. Earle, A. M.—*Child Life in Colonial Days,* p. 351.
34. *The New International Encyclopaedia.* Second Edition, Vol. 2, p. 503.
35. *Accomac County Records,* Vol. 1632-40, p. 59.
36. Sewall, S.—*The Diary of Samuel Sewall,* Vo. I, p. 255.
37. Fisher, G. S.—*Men, Women and Manners,* Vol. 2, p. 336.
38. *Ibid.,* Vol. 1, p. 73.
39. *Ibid.,* p. 74.
40. *Ibid.,* p. 73.
41. Earle, A. M.—*Child Life in Colonial Days,* p. 342.

clasped under their bent knees. After a dialogue between the merchant and a customer, and any words they please, the latter selects a honey pot, and they proceed to weigh it. This is done by taking the child by the arms and swinging him backward and forward till he is compelled to unclasp his hands and allow his feet to touch the ground or floor. The pot is supposed to weigh as many pounds as it has swings. Another customer may now appear, or the same one may make some objection and desire to try another pot." [42]

Hop Scotch or Scotch Hoppers or Pots was another popular game of the Colonial children. Cats Cradle is another old game which children enjoyed.

Other outdoor games and activities which the children indulged in are: Leap frog; marbles; fives, knock out and span; tip cat; bird nesting; cricket; fishing; coasting; hunting; trapping; hop, skip, and jump; stool ball; trap ball, and other games with a ball. The game of trap ball is played by "any number of persons with a trap, bat, and ball. The trap is made of wood, of the size and shape of a low shoe, having in it a spoon-shaped lever. The ball is like the small base ball, and the bat like a short cricket bat, to be used with one hand. The players divide into two parties, one of which takes position in the field, while those on the other, one by one, take turns at the bat. The batter places the ball in the trap, and by striking the free end of the lever with his bat sends the ball into the air. He then tries to hit it as far as he can. If he miss his stroke, or strike the ball beyond the side boundaries, or if a fielder catches the ball before it touches the ground, he is out, and the next player takes the bat. Otherwise, the fielder who stops the ball bowls it at the trap, and if he hits it, or the ball stops within a bat's length of it, the striker is out. If not, the striker estimates the distance of the ball from the trap in bat-lengths, and calls it out. If it be within the actual distance, he scores toward game the number of bat-lengths called; but if it be less than the real distance, he is out. When a player is out, he takes no further part in the game till all his side are out, when the sides change places. Those who do not go out continue to strike and score, in order, till all are out. When each side has finished its turn at the bat, the game is at an end, and the side with largest score wins." [43] It is possible this game may be one of those upon which baseball is founded.

Indoor Games

Among the indoor games we have blindman's buff, Kings and I, thread the needle, chuck-farthing, and shuttle cock. The last three games are uncommon and the writer believes that an explanation of them will be of interest. Thread the needle is a "game played by any number of persons, who join hands to form a line. The player at one end, whom we will call A, and the one at the other end, whom we will call B, begin the game by a dialogue in verse as follows:

A. "How many miles to Babylon?"
B. "Three score miles and ten."
A. "Can I get there by candle-light?"
B. "Oh yes, and back again."
A. "Then open the gates as high as the sky,
And let King George and his train pass by."

B and the player next to him then lift their joined hands as high as possible, and A, with others behind him, pass under. This is then repeated, B becoming the inquirer and threading the needle in his turn. [44]

Shuttlecock is a game similar to tennis. A racket is used but instead of a ball a shuttlecock is used. A shuttlecock is made of cork filled with lead, and one of the corks is covered with feathers. The object of the game is simply to prevent the Shuttlecock from falling to the ground by striking it from one player to the other with a racket. The racket is sometimes called a Battledore. [45]

The game of Chuck Farthing is described in rhyme.

"As you value your Pence
At the Hole take your aim.
Chuck all safely in
And you'll win the Game." [46]

Another game which is described in rhyme is the one of Pitch and Hussell.

"Poise your hand fairly,
Pitch plumb you slat.
Then shake for all Heads,
Turn down the Hat."

The song plays of the Colonial children are in many cases similar to the song plays of the present day children. Here is a partial list of them: "Here comes three Lords out of Spain"; "On the green carpet here we stand"; "I've come to see Miss Ginia Jones"; "Little Sally Waters, sitting in the sun"; "Green gravel, green gravel, the grass is so green"; "Old Uncle John is very sick, what shall we send him ?"; "Oats, peas, beans,

42. *The Young Folks Cyclopaedia of Games and Sports*, p. 412.
43. *Ibid.*, pp. 737-738.
44. *Ibid.*, pp. 723-724.
45. *Ibid.*, p. 74.
46. Earle, A. M.—*Child Life in Colonial Days*, p. 347.

(Continued on page 47)

The Game Plan

Children as town planners-an experiment in practical civics and a game well worth playing

"The game plan is for the better planning of our towns through the eyes and spirit of the boys and girls. It will awaken in them a more patriotic and intelligent interest in their home towns. It will help them to appreciate the beauties, potential as well as developed, and to plan for their preservation. The game plan was inspired by the thought of Washington and his standard of public duty and achievement, and of his remarkable foresight in planning for the future of our country."

On December 17, 1932, in the High School building at Dedham, Massachusetts, there was held an exhibit which was "different." It was not the usual exhibit of handcraft or hobbies as the term is ordinarily interpreted, but a display of the results of an experiment which had as its purpose the giving of school boys and girls the opportunity to study their home town and plan for its future.

The experiment was carried on under the auspices of the Massachusetts George Washington Bicentennial Commission, of which Mrs. Charles Sumner Bird is chairman and Captain Percy R. Creed, secretary. The plan was most intensively developed in Norfolk County, a part of the charmed circle reaching around Boston from Plymouth to Marblehead—an area offering an unusual opportunity to build for the future in a section of undeveloped land near a large center of population.

The children taking part in the project were asked to do three things:

1. To describe their town as they see it today.

2. To describe the town of their imagination for the year 2032.

3. To draw plans of their ideal town with its parks, homes, playgrounds, airports and streets for future traffic. "Play this game of imagination which Washington played so well," the Commission urged, "and see how well one can rebuild the home town."

In bringing the plan to a successful outcome, many school superintendents, Rotary clubs, Kiwanis clubs and the town planning boards cooperated. The schools used the Game Plan Charts as lesson material, and many dynamic lessons in civics were taught. Service clubs offered awards for the best plan in each town and planning boards and town officials helped the children in finding their material.

The Rules

In judging the materials presented at the first Game Plan Exhibit at Dedham the judges based their decision on the following:

1. The description of the town as it is today.
   a. Clearness and completeness of description.
2. The description of the town as it is to be in 2032.
   a. Originality of ideas.
   b. Merit of the plan.
3. The map of the town as it is to be in 2032. (The map must correspond with the description in (2) and both will be judged together.)

Contestants were classified as juniors, including all grades through the ninth, and seniors above the ninth grade and under nineteen years of age. Awards—first, second and third—were given within the classes of the best Game Plan, for the best poem on the Game Plan, and in addition, for collective exhibits by towns in Norfolk County and for the best exhibit outside the county. A certification of merit was given each boy and girl sending in a plan. The winner of the state competition received a personal letter of congratulation from the President of the United States and a bust of George Washington for the town where the winning Game Plan was made. This town also received a tree planted by the Governor of Massachusetts.

(Continued on page 47)

World at Play

Courtesy The American City

A civic achievement—the conversion of a lung block into a public park and school playground.

Lung Block Now a Playground

WITH the completion of a combined public park and school playground adjoining the Samuel Coleridge Taylor School for Colored Children in Baltimore ,according to the *American City* for February, 1933, the Public Improvement Commission of Baltimore has accomplished what it believes to be one of its most constructive pieces of work. Ten years ago the area now occupied by the park, the playground, the school and its annex, consisted of squalid, dilapidated buildings which had been a blot on the city health map for many years. It was known as the "lung" block because of its high tuberculosis rate. In 1923 the Commission decided to get this public property for the use of a school site. Buildings were razed and the school building was erected. Lack of funds made any further improvements impossible at that time. Later on, an addition was built. Finally, through the cooperation of the Board of Estimates, the Park Board and the Public Improvement Commission, about two and a half acres of land were acquired for a playground. The total cost of the development was over $800,000.

Developments in New Orleans

THE Playground and Community Service Commission of New Orleans, Louisiana, has received an appropriation for 1933 of $29,300. This represents a cut over 1932 of only ten per cent. With the exception of the 1932 appropriation, it is the largest amount the department has ever received from the city. This year development will be started on Stallings Memorial Field which will cost about $15,000, and a new playground will be opened in the eighth ward. Funds for this development, about $5,000, will be raised in the ward. The first playground in New Orleans was opened in 1908. Since 1912 the playgrounds have grown from three to fifteen, with a splendid recreation center, the Behrman Memorial and five swimming pools, four for white and one for colored. The Commission believes that the city should have fifty playgrounds and ten swimming pools.

Pasadena's Mountain Playground

CHARLTON Flats, Pasadena's new 1,100 acre mountain playground in the Angeles National Forest, is being developed through the labor of itinerant unemployed men who for more than a year have been housed in one of the city's camps. The site is covered with magnificent pines, oaks and sycamores, some of the pines being among the largest in the Angeles Forest. A water system has been installed, an electric power plant put in operation, a mess hall, recreation hall and administration building constructed, and courts laid out for volley ball, horseshoe pitching and basketball. Much grading and surfacing has been accomplished and miles of trails built. When completed the camp will serve thousands of Pasadena's citizens for picnicking, camping, horseback riding and winter sports.

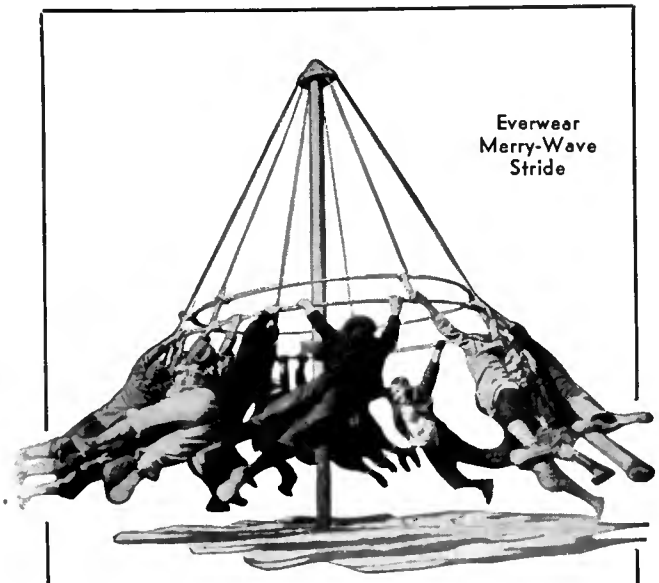
Camp Fire Girls As Recreation Volunteers

DURING the summer of 1932, Donald Gordon, Superintendent of Parks in Oklahoma City, Oklahoma, called a meeting of boys' and girls' organizations and asked for their help in carrying on the recreation program of the city.

Funds were low and the problem which faced the department was to secure leaders. After a discussion of ways and means, the Camp Fire Girls and Boy Scouts agreed to provide leadership in three parks. From June 3rd until August 20th was assigned to the local Camp Fire Girls group. The older girls were used for volunteer service in supervising games, telling stories, and directing simple play. Thirty girls gave volunteer service, contributing 460 hours of leadership. In some of the parks they had little equipment to work with except a baseball and bat, croquet sets and an occasional volley ball. The total attendance during the summer period for the three parks was 15,252.

Rhode Island's New Association — Rhode Island has a new organization in the Rhode Island Association of the Old Colony, a non-profit sharing corporation chartered in Rhode Island to combine accident prevention work and regional planning. William K. Vanderbilt was elected president of the group. The association will seek to prevent accidents, stimulate employment and improve public welfare. It will endeavor to restrict objectionable billboards, to beautify highways, enlarge well traveled two lane roads into four lane hard surfaced roads, construct pedestrian paths alongside of streets and country roads, and insure the proper lighting of all highways, parks and playgrounds. The increase of park areas and playgrounds, fire prevention, improvement of ocean frontage, and preservation of historic sites will also be among the objectives of the organization.

An Indoor Sports Carnival—A mammoth indoor sports carnival is to be conducted for the first time in the history of county sponsored sports in the huge amphitheatre of the Westchester County Center. The opening of the two weeks exhibitions of county skills and prowess in the field of the several sports has been tentatively set for March 16th, the events coming to a climax with boxing and wrestling bouts on April 1st. This new plan, which makes White Plains the arena for the final combats in basketball, track, volley ball, Badminton, archery, ping-pong, boxing and wrestling, will also serve to focus the attention of the county at large on the extent and diversity of athletic activities sponsored by the Westchester County Recreation Commission.



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A 1933 Field Hockey and Sports Camp—The 1933 Mills College, California, Field Hockey and Sports Camp will be held from June 24th to July 23rd on the Mills College campus, Oakland, California. Further information may be secured from Miss Rosalind Cassidy, Mills College, California.

The Allegany School of Natural History—July 5 to August 24, 1933 will mark the sixth session of "The School in the Forest" held in Allegany State Park, New York. The school is conducted by the Buffalo Society of Natural Sciences in cooperation with the New York State Museum and affiliated with the University of Buffalo. Registrations may be made through any of these institutions.

Fairy-Tale Post Cards—The Austrian Junior Red Cross, whose post cards made by pupils of the famous juvenile art class conducted by Professor Cizek in Vienna, as well as those done by Norbertine Bresslern-Roth, have become so widely known, has recently published a new set of "fairy-tale" cards done in colors after original designs of the well known Australian fairy-tale illustrator, Hans Lang. A set of ten cards may be secured for $.27, including postage. Payments may be made by check. Orders should be addressed to the Austrian Junior Red Cross, Marxergasse 2, Vienna III, Austria.

Leisure Time and Regional Planning — At the Conference on Regional Planning, Government and Administration in Metropolitan Areas, held at New York University, October 18th and 19th, Clarence Stein, formerly Chairman, New York State Commission on Housing and Regional Planning, stated that even the modern apartment house in an expensive district is out of date primarily because of our steadily increasing leisure. This assumption is based on his belief that increasing leisure creates new housing requirements, particularly open space requirements. It was further pointed out by Professor Charles W. Tooke of New York University, that the steady increase in the amount of leisure is making it necessary in planning for water uses to give more consideration to the recreational needs of water and waterfronts. He specifically mentioned a need of water areas for bathing and for such recreation as fishing. In planning for the control of water, for example, he mentioned the fact that it must be kept sufficiently pure so that it will be safe to bathe in and so that fish can live in it. He felt it was significant that sanitary engineers in their work in connection with sewerage disposal problems in the New York harbor region consider water areas in this section as of two kinds —recreational waters and non-recreational waters —and base theiir sewerage disposal planning on such a distinction.

Pasadena's Rose Tournament — Pasadena's forty-fourth annual Tournament of Roses had as its theme Fairyland—fairty-tales in flowers. It is estimated that almost a million people watched some part or all of the tournament parade which this year seemed more elaborate and beautiful than ever, according to the *Pasadena Star-News and Post* which issued a special Tournament of Roses number.

The Oklahoma City Zoo—The annual report of the Board of Park Commissioners of Oklahoma City, Oklahoma, is outstanding in its emphasis on recreation facilities and activities. One interesting item has to do with the activities provided through the zoo.

The director of the zoo has added interest by arranging for the celebration of the birthdays of the various animals. A bridle path tended by the zoo keepers provides small children with rides on goats and donkeys in carts. The schools in many surrounding towns brought classes to the city for a day's outing. The director arranged an itinerary on this occasion which took the children through various factories and points of interest in the city, including the zoo. School children of Oklahoma City have spent time at the zoo under the guidance of the director who told them the life history of many of the animals as they visited the various displays.

An "Uncle Leo Club" has been organized which meets every Saturday morning at one of the local theatres. At this time the director gives radio talks on animals for the benefit of the children. This has proved very interesting, especially to children's institutions throughout the state.

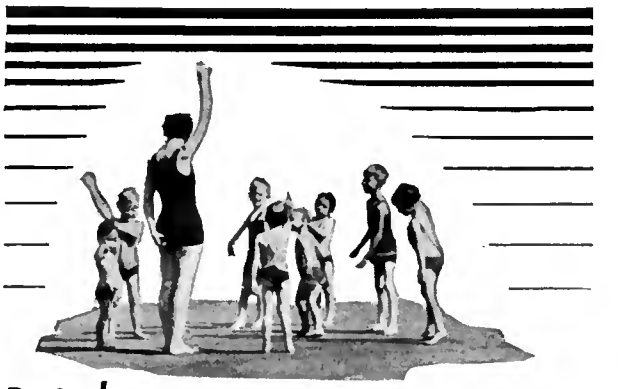
An Assembly Hall for Belle Isle—The will of the late William H. Flynn of Detroit, Michigan, provides for an assembly hall at Belle Isle to be used by those who attend open air symphony concerts and theatricals. The building, which will be of marble with Italian garden landscaping, will be known as the "Flynn Memorial Building." "Beauty will be sought," the will states, "but not

at the expense of utility. There shall be an interior auditorium, branch library, canoe and small boat shelter, day nursery, emergency hospital and refectory. The public should maintain the building."

Timely Cooperation—The University School of Cleveland, Ohio, a private school which has a three-acre athletic field with tennis courts, baseball diamonds and volley ball courts, recently turned these facilities over to the Recreation Department for twelve weeks without any charge whatever for their use. The athletic field is located in a district where play space is much needed, and the Department has provided a caretaker and two playground directors. To stimulate membership in the city's golf course four free golf lessons are offered to every new member.

Yakima to Have a Swimming Pool—Several years ago the Lions Club of Yakima, Washington, purchased and improved a city block making it into one of the most attractive parks in the city. However, there was not enough money left over for a swimming pool. The club has been saving for this improvement and has $1,800 on hand. A plan has been worked out with the City Commission to start the construction of a $9,000 pool which will cover an area of more than a city residence lot. The work of excavating will be done by local unemployed labor. It is estimated that this will cost about $4,500, leaving $4,500 for materials. The city has offered to match the club dollar for dollar on this, and the club is going ahead with the project.

An Interesting Piece of Engineering — On the Webster Street Playground in Gloucester, Massachusetts, there is an interesting engineering feature which is making possible the flooding of the ground for skating. A living stream flows through a drain under the center of the playground. At the lower end, where a dam exists, a large valve has been installed which can be closed at will causing the entire play field to be flooded for skating. An escape drain has been installed which causes the water to run off when it has reached a certain level. When the skating season is over, the large valve is opened letting out all the water. The field itself is surrounded by banks making a natural bowl-like stadium.



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A Sports Center Dedicated—Eleven years of effort were climaxed recently in the dedication at Paterson, New Jersey, of the Hinchcliffe Stadium, named in honor of Mayor John Hinchcliffe and of his uncle who was mayor from 1897 to 1903. The new structure cost slightly over $200,000.

A New Field House—At a cost of $225 for material, through the use of relief labor, Melrose, Massachusetts, now has a new field house which is serving as a park office and recreation center. The building will house girls' club activities, skating and warming rooms, storage space for tennis and hockey equipment, and a roomy park office.

From Court to Playground—The boys of Phoenixville, Pa. who are taken to court because of juvenile delinquency are paroled to the Superintendent of Recreation in Phoenixville, who arranges for their participation in certain activities.

At the Child Study Conference—At the two day conference conducted October 17th and 18th by the Child Study Association of America, a report was made of the project carried on last year by the parents of Lincoln School, New York City. Feeling they wanted more opportunity to plan and carry out their own projects, the parents with the assistance of a leader whose one task was to coordinate the work of the separate parent groups, set to work to accomplish two objectives: (1) To give parents the opportunity of meeting and becoming better acquainted with the parents and children with whom their own children went to school, and (2) To have a different type of meeting from that at which an expert lectured to them. Parents' recreation nights were organized at which fathers and mothers had the opportunity to swim, to take part in physical and creative activities, and to do the things which their children did during the day.

In setting up the organization, one mother from each grade was asked to cooperate. It was found that best results were secured when parents entered freely into the discussion and studied and presented problems impersonally. Frequently the parents would realize the need of help from experts and would invite them to take part in the meeting. The school learned much from this treatment of expression for all, and the executive committee is building plans on the suggestions offered by the parents.

A New Art Exhibit—Routine of business at the headquarters of Queensboro Hall, New York City, was interrupted in December by the opening of the first art exhibit held of work done by city employees. The exhibit comprised oil paintings, water colors, drawings, life sketches, posters and photographic studies, all the work of employees who in their spare time turned to art. They have formed what is known as the "Boro Hall Art Club."

Dad's Clubs Help—Alton, Illinois, has three Dads' Clubs which are supporting playground projects. One of them is fostering an arrangement between Shurtleff College and the city whereby a piece of property owned by the college in a section where a playground is badly needed may be developed by unemployed labor. At the Kiwanis Tower Playground the Dads' Club raised funds and with labor donated, built a beautiful fountain and wading pool.

A New Recreation Center for Trenton—The site of the deaf institute in Trenton, New Jersey, from which the institute has moved, will be converted into a recreation area. This will be a splendid addition to the city's facilities.

Volley Ball

Series of articles on—
Technique

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A State Tournament in Playground Ball—On September 5th the eighth annual playground ball tournament of Minnesota was completed at Stillwater. There were eighteen teams in the tournament, fourteen in Class "B," four in Class "A." "The play was keen and competition fair. Every team entered showed up on time for the meet; the umpiring was excellent and the games went off on schedule," writes Ernest W. Johnson, Superintendent of Playgrounds in St. Paul, who was present as a representative of the Municipal Athletics Commission of Minnesota. The attendance grew from 1,000 the first day, September 3rd, to about 5,000 on the final day, September 5th.

Play Nights in Westchester County—The Westchester County, New York, Recreation Commission has resumed this fall its weekly Play Nights in the County Center. Each Monday night from 7:00 to 10:30 there will be volley ball, ping pong, Badminton, shuffle board and similar games in the main auditorium of the center, while in the little theater such activities will be conducted as old-fashioned square dancing, chess and checkers.

Durham's Recreation Training Institute—Just before the summer playground season opened, the Recreation Commission of Durham, North Carolina, held a training institute. The graduates of the institute were given a certificate stating that each graduate had successfully completed the course of training and had demonstrated that he had a working knowledge of the material presented. Each night of the institute a different member of the Recreation Commission of the city presided over the session.

"Children Are Like That"

(Continued from page 5)

Nor is this plea for self-determination in play intended to deprecate the organization and supervision of play groups. Certainly the organized group successfully meets many of the child's valid play needs and interests. But in our zeal to take care of these obvious interests, in our eagerness to capitalize each in the name of "education," we must be wary lest we submerge other claims less apparent but no less real. And if we do not always know how to interpret or evaluate these, we can at least accept them as having a valid place in the child's scheme of things. We can give them houseroom.

In our organization of the child's play we can see to it that he has at least a modicum of that vital play accessory known as "free time" to "waste" if he so wishes, to play alone or with companions of his own selecting, to choose his play wherever and however he may find it.

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A Broader Concept of Physical Education

(Continued from page 8)

the gymnasium reproductions of the finest in Greek art, hang on the walls pictures representing the human form at its best, pictures portraying in bodily attitude, gesture and facial expression, the emotions of man, and pictures representative of types of character and temperament. These means, supplemented by the use of the motion picture and instruction by the teacher, acquaint the youth with the possibilities of the human body as a means of expressing and interpreting mental life.

Introduce into the gymnasium large mirrors that the youth may see for himself how he compares with the ideal. Urge him to participate in school dramatics that he may discover to what extent he is able by voice, posture, gesture and facial expression to express, intensify, and develop his own ideational and affective states.

But to be successful in putting into practice this broader conception of physical education, the teacher himself must experience in thought, feeling, and action that which he would have youth experience through the process of physical edu-

cation. Only thus can the goal be attained—the freeing of the human spirit to reveal itself to the world through a beautiful, graceful, responsive body.—From *The Journal of Health and Physical Education,* September, 1932.

Activities for Unemployed and Unoccupied Young People

(Continued from page 15)

be led to see what it has to offer. Possibly there would be one person in the group who is dissatisfied with the work he planned to go into prior to the depression. He might in this way be led to direct his interests to another line of work more suited to him.

The libraries might also offer, through residents of the community who have had some library training, story telling courses for girls. Contests for reviews of recent books bought by the library could be announced, the review of the successful contestant being published in the paper. Exhibits of collections of individuals, such as dolls, paintings, rugs, are also possible. Posters should be placed in public places and loitering places announcing these offerings.

It is interesting to note that through publishers it is possible to secure authors' reports on their own books.

Can These Young People Be Helped to Earn Money?

In spite of the lack of regular work for large numbers of people, we must continue to look for means by which some money may be earned. It has been suggested that sales may be sponsored for the products of various craft groups and that dramatic and choral clubs may offer entertainments for which admission is charged. In one instance, several arts and crafts groups and individual artists have formed a guild with exhibits and sales of products held monthly at the homes of the interested sponsors.

The Junior Achievement Plan

Through the Junior Achievement, Inc., clubs are incorporated as businesses in miniature with complete craft and business programs. The clubs may be formed by recreation directors, club leaders, or individuals who have contact with young people. Working capital is raised by means of miniature shares of stock having a par value of from 10 to 50 cents.

One Junior Achievement Company is now in formation in Westchester County and three other communities are planning to organize such groups.

How to Produce a Play

(Continued from page 16)

3. All actors in the scenes or acts being rehearsed must be present. If an actor is absent he is injuring not only his own performance but that of every other actor in the scene.

4. There must be absolute quiet among actors not on the stage during the rehearsal of a scene, and close attention to entrance cues.

5. Difficult scenes or bits of business must be repeated over and over again until the result is satisfactory, although a special rehearsal may be called for them so as not to waste the time of the rest of the cast. If the actor shows signs of resenting the repetition of scenes, tell him that he is being complimented by being dealt with as a professional.

The second principle is often neglected by lazy or too egotistical directors. It is this — *The director does not act, he makes the actor act.* In other words, the director does not get up on the stage and show the actor how to act. He tells the actor what he wants him to do, what effect he wants him to obtain; he shows him all the possibilities in the part, intellectual, emotional and physical, but he does not show him how to act. If he does, the actor does not act at all. He imitates. It doesn't take any brains to imitate. A parrot is excellent at it. Acting is creation, not imitation.

It is often easier to get imitation out of an actor than true acting, and lazy directors are apt to make animated parrots out of their actors. The too egotistical director does not have faith enough in his actors. He thinks that he is the only one who can do the part, so makes shadows of his actors who follow him around and "do as he does."

Occasionally it will be necessary for the director, in order to make himself thoroughly understood, to get up on the stage and go through a speech or a bit of business to the best of his ability, but when he has finished he turns to the actor and says, "Now don't copy me but I want you to get that same effect in your own way." Most of the directing, however, should be done from the house, not from the stage.

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If the director observes the three following principles he will have no trouble in securing plenty of actors, and more important, in keeping them.

1. Never nag or scold, but inspire and enthuse.

2. Start and stop rehearsals on time, and at the conclusion of each rehearsal play for a few moments. Play games, dance, stand around a piano and sing, serve coffee and doughnuts, talk (all actors love to talk), have some bit of social recreation and relaxation at the conclusion of each rehearsal.

3. Make every production a good production. "Flops" not only discourage the actors in the production, but keep every one in the audience away from the next "try-out." No one wants to be associated with a failure.

And above all, *poise, patience,* and *perseverance!*

NOTE: Subjects to be discussed in future issues of RECREATION include Selecting the Play; Casting the Play; Organizing the Production; Rehearsing for Position; Line, Business and Voice Rehearsals; Rehearsing for Sincerity; Theatre Make-Up; Theatre Costume. Stage Lighting; Stage Setting; The Dress Rehearsal and the Performance.

Today's Nature Education and Tomorrow's Leisure

(Continued from page 19)

the sun, the air and mother earth. Science can do much to unify the home. Every school should introduce its youth to leisure time science whether it be nature as a hobby, a sport, a game, reading, travel, song, painting, or experiment. Hobbies are stimulated by interest and are more far reaching than any assignment. The outpost of leisure time science should be better health, better society and better knowledge. We need to know more about the science of leisure and also about the leisure of science.

Leisure Science Essential

The world is demanding the fulness of science and not mere technocracy. All intellectual science and no leisure science make Jack an incomplete boy. When Jack was memorizing laws of invisible radiation, wave motion, resonance, transmission of heat, vaporization, calorimetry, induced currents, polarization, or learning that force (in absolute units) equals mass X acceleration, he might well have been taught that a wee bit of his energy could also be used to stalk birds, to get a "kick" out of fishing, or with equal profit he could have started a life interest in collecting rocks. Instead of labeling diagrams, classifying plants, outlining leaves, naming bones and chanting principles, he might have just as profitably hiked to a mountain top. Are we not still teaching tasks which do not awaken the science motives that are close to contemporary life? Can we not find place in our course to teach leisure time science? Has not the center of gravity in science teaching got to shift from overemphasis of memorizing and reciting to experiencing and enjoying?

No tribal man could afford to be one-sided. He had to be alert to a host of signs in his environment. He had to be sensitive to what other people were doing. He had to know the plants and animals for medicine, shelter and food. That is not so today. A man can be an intellectual giant in science and be socially unresponsive. He can be a moron in science and yet survive. He can be an outdoor he-man and also a braggadocio in the matter of getting along without modern science. One scientist must be an expert on the growth

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

New Jersey Municipalities, January, 1933.
The Economy of Planned Recreation, by Charles H. Demarest.
Parks and Recreation, by F. S. Mathewson.
Scholastic Coach, January, 1933.
Playing in the Water, by Floyd Eastwood.
Minnesota Municipalities, January, 1933.
Safe Winter Coasting Hills, by A. B. Horwitz.
The Grade Teacher, February, 1933.
What Can We Play in the Snow? by Berenice Muella Ball.
The Journal of the National Education Association, January, 1933.
The Junior College: A Community Center, by J. B. Griffing.
The Child and Community Influences.
The American City, January, 1933.
How Red Wing Was Given 232 Acres of Parks.
Hygeia, February, 1933.
Athletics for the Atypical, by R. K. Atkinson.
Training for Athletics and Health, by Alfred E. Parker.
The Architectural Record, January, 1933.
Need for Recreational Buildings Foreseen by American Institute of Architects.
Marine Park Proposed for Brooklyn, by Charles Downing Lay.
Parks and Recreation, January, 1933.
Economies in Park Work Without Impairing Service, by Ernest K. Thomas.
Park Land Acquisitions in Connection with Real Estate Subdivisions, by S. Herbert Hare.
Park Service—Is It a Governmental or Proprietary Function of Municipal Government? by Arthur Williams.
Outdoor Dining in Westchester County, by Stanley W. Abbott.
Successful Airport Operation Under Park Board Supervision, by C. W. Short, Jr.
Unemployment Relief Work on Park Projects in Portland, Maine, by William J. Dougherty.
Horseshoes and Handball.
Success of Municipal Golf in New Haven, by Harold V. Doheny.
Journal of Physical Education, February, 1933.
Y. M. C. A. Program of Physical Education for Men Determined by Study of Expressed Preference of Both Members and Non-Members, by Roland Rooks.

PAMPHLETS

Nature Clubs for Teacher Training
By William G. Vinal. Reprinted from *School Science and Mathematics,* November, 1932.
Annual Report of the Commonwealth Fund, 1932.
41 East 57th Street, New York City.
Annual Report of the Recreation Commission, Plainfield, N. J., 1932.
Third Annual Report of the Department of Public Recreation, Millburn, N. J., 1932.
Annual Report of City Recreation Department, Austin, Texas, 1932.
Annual Report of the Board of Park Commissioners, Oklahoma City, Okla., 1932.

and repair of muscle tissue; the hygienist realizes the necessity of exercise for muscle tone. And yet these same muscles may be just as important for mental exhilaration, the best social functioning, and for complete sympathies and emotions. When these muscles are not used they atrophy and the individual is that much short of being a complete man. The scientist who is living but a fraction of his life is not the scientist who can bring us out of the present chaos; he must be a scientist of full stature.

Boys' Week

(Continued from page 20)

as vocational guidance counsellors, discussing with the boys problems of choosing future careers.

Boys' Day in Schools. Addresses before the students, receptions at which parents may meet their boys' teachers and similar activities will mark the observance of Boys' Day in Schools on Tuesday, May 2nd.

Boys' Day in Entertainment and Athletics. On Wednesday, May 3rd, the boys will enjoy interschool field meets, evening programs of games and athletic events in which fathers are urged to take part, marble tournaments and talent exhibitions. It is suggested that luncheons be planned at which athletes of note will address the boys. On this day boys may be given an opportunity to speak or sing on local radio programs.

Boys' Health Day. On Thursday, May 4th, the program will provide for talks in the schools by physicians and dentists, the showing of films on the care of the teeth and other health subjects, free clinic examinations, the initiation of a Junior Red Cross organization and similar activities.

Boys' Evening at Home. Family recreation and family relationships will be stressed on Thursday evening when fathers are urged to devote the evening to their boys, telling them of their own boyhood and experiences. It is suggested that on this evening parents take the opportunity to center attention on problems which their boys are facing.

Boys' Day in Citizenship. On May 5th a caucus or primary may be arranged in which candidates from the schools are named for the various elective offices of the community to be followed by an election. In some cities the officers elected serve for a day or part of a day in the offices to

which they have been elected. Speakers may be secured to address the schools on subjects of interest to the future citizens of the community.

Boys' Day Out-of-Doors. The final day of the week may be given over to a series of hikes to be taken by different groups of boys over various routes but culminating at a central point where a treasure hunt, swimming party or similar activity may be enjoyed by the entire group. A city-wide tournament of open air sports may be arranged and such events as boat excursions, mountain climbing exhibitions, nature study hikes and paper chasers.

The Girl in The Settlement Program

(Continued from page 21)

Backgrounds and Traditions

Girls have many traits alike the world over, but due to varied racial and community backgrounds there is found a difference in individuals, both in ability and interests. Most families who live in the overcrowded tenements on the East Side of New York, still possess habits which portray a love for and adherence to old world customs in religious and traditional subjects. Many fine points of character and principles are credited to such ideals; esthetic and artistic tendencies must not be treated lightly. Homes here are now overshadowed by unemployment; it is a joy to find such rare treasures of the arts as the old pictures, embroideries, tapestries and wood carvings treasured in these almost impossible homes. The girls in the younger generation are taught to appreciate the collections which many times warrant museum display and which inspire many of them to come to the settlement to learn the value not only of the old treasures, but of modern art and culture.

It is around these desires and trends that programs are built—to meet the wide and varied interests of the girls today.

The Girls' Work Program

The girls' work program is organized with care and purpose, each club or group being provided with a skilled leader. The general business meeting is the same in all of the clubs and in the main objectives are similar, though at times plans are checked by house standards. The projects and discussions may vary depending on the demands of the girls during the various ages. There is also a distinct social side to the activities. Through the club as a medium girls are led into richer recreational and social opportunities. As the committees work together making plans for programs, entertainments and refreshments for the numerous seasonal and special social affairs, ample education in social etiquette is given to assure each girl the arts of a gracious hostess in her home building in later years.

A casual visitor who happened to walk into an intermediate club room the other evening, paused to listen as the girls considered outstanding facts in a round table discussion on housing. Pictures and plans, beginning with the old tenement houses on the lower East Side, single and double dwellings in the suburbs and modern apartments and Park Avenue residences were examined—as well as the income necessary to cover the cost of the various homes discussed.

The visitor was interested to learn of the other social-educational topics covered by various girl's groups such as labor and minimum wage, relief, unemployment, technocracy, regulations of the banking system, federal reserve banks, the Muscle Shoals situation and different kinds of insurance. Thus the girls are gaining from the settlement a

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background and training rich with material, to help in surmounting the obstacles and solve the problems of present day thinking, and to bolster up their faith in the future.

NOTE: This introductory article of Miss Mower will be followed in future issues with material on volunteer leadership, arts and crafts, and allied subjects.

Squares d'Enfants

(Continued from page 22)

disinfected twice a month by the city of Paris and is replaced monthly. Nurses watch to see that the children are kept as clean as possible, and children are taught to wash their hands before eating. In brief, the rules which exist provide the greatest security for the parents.

In the squares children play, sing, laugh, jump, run and dance, sometimes taking the nurse into the circle. In clear weather they play out-of-doors even in winter. There is, however, on each playground a well heated building where the children play during inclement weather. Dramatics, music—phonographs have been supplied—Japanese billiards and sewing are among the indoor activities. At Christmas the playground is ingeniously decorated and festivals are held. Through the generosity of Mrs. Stern each square is provided with a supply of playthings varied but not easily harmed by the children. These include jumping ropes, see-saws, rocking horses and wheelbarrows.

The playgrounds are small but each is surrounded by an iron grill fence. Large sand boxes are a feature, and on one or more of the playgrounds there are artificial streams on which children sail their miniature boats. Pergolas have been erected for the sand courts which during extremely hot weather are covered with canvas.

"In our grounds the role of the nurses is reduced to that of guardians and mothers' counselors. They interfere very little with the games of the children, who are left to themselves and who have complete liberty. The ground is a club where each has the same rights, advantages and obligations." Children from various types of homes are brought to the ground—in some cases they come when the mothers go to work, in others when they go shopping or when they have social engagements. It is pointed out that the contacts which the parents have made on the playgrounds promise to result in a better understanding among the women of different social groupings.

According to a report of the General Secretary, the city of Paris furnishes free of charge all facilities, sand and other materials. The expenditures for construction and operation are met to a large degree by the organization entitled "L'Oeuvre des Squares d'Enfants" of which Mrs. Stern is President. The expenses of the organization in 1931 were:

Building Expenses	261,221.	francs
Operating Expenses	440,243.30	"

The total attendance reported on the five playgrounds for the year 1931 was 118,610. Only one of the grounds was open the entire year; two of them were opened late in May and two the latter part of July of the year.

Gardening as a Recreation

(Continued from page 23)

their garden plots with judging done by adult garden club members. A flower and vegetable show in a downtown store building or at the library or town hall would serve as a fitting climax to the summer's activities.

The summer's garden activities need not be confined entirely to the care of the garden plots. And playground leaders to be successful counselors need not be horticulturists or experienced gardeners.

Gardening, if it is to be recreation in the truest sense of the word, will include tree and plant identification hikes, games, dramas, all based upon legends and true facts in gardening. Such correlating activities as *Flower and Vegetable Knowledge, Sharing Garden Pleasures, Garden Handicraft and Nature Essays,* with attractive award badges and garden note books are furnished counselors by the Junior Garden Clubs of America for postage charges only. Adventures in planning the garden; care of plants; staging a garden battle with weeds; in fact, every kind of garden activity presented in detail through the avenue of fun is furnished by the Junior Garden Clubs of America. Instructions for making miniature model gardens, flower show plans, and plans for garden parties are also available to Junior Garden Club counselors.

There are now more than one-quarter of a million Junior Garden Clubs enrolled in the Junior Garden Clubs of America. More than half of

these are entered by teachers who are using the Junior Garden Clubs of America plan of correlating garden, flower and nature study in the regular school curriculum. Leaders of Girl Reserves, Girl Scouts, Boy Scouts, 4-H Girls and Camp Fire Girls, are also finding the Junior Garden Clubs of America plans of great value in their nature and home beautification activities. .

At the end of the garden season playground leaders may feel that they have planted a seed which will grow into a delightful avocation for future business men who must earn their daily bread by toil of the brain rather than by sweat of the brow. And to the tired housewife they have given a recreation that at its best produces and conserves the beauty which is one of the greatest of the three ultimates of life. By promoting interest in the different phases of gardening and flower growing, they are fostering a very important institution in the welfare of the human family, as well as a great addition to civic improvement.

Recreations of The Colonial Period

(Continued from page 34)

and barley grows"; "When I was a shoemaker"; "Here I brown, Here I bake, Here I make my wedding cake"; "The needle's eye that doth supply"; "Soldier Brown will marry me, marry me"; "O dear Doctor don't you cry"; "There's a rose in the garden for you young man"; "Ring around a rosy"; "Go round and round the valley"; "Quaker, Quaker, How art thee"; "I put my right foot in"; "My master sent me to you, sir"; "London Bridge is falling down." This is interesting because it shows a large variety of activities. It is surprising that so many of these song plays are still played.

The Game Plan

(Continued from page 35)

The Values of the Plan

Joseph Lee, President of the National Recreation Association, in writing Captain Creed, said:

"I am very much interested in the game plan. It provides a sort of education for which every boy thirsts and just what every boy's crowd is continually looking for. It has an object which requires creation and ingenuity, and above all, is difficult—three of the main desiderata in education. It also leads toward concrete knowledge of the community, of what its functions are and how they can best be fulfilled, and so to the development of public spirit—a result that the boy will not be thinking about but which will be all the better obtained because not associated in his mind with being good.

"The stroke of genius in the enterprise was the application of the sound pedagogic principle of let-alone. It is a great piece of wisdom, or of luck, that those who started the idea have not interfered. Grown people, it is true, should not be entirely excluded from participation. They can help a little on the side lines. A suggestion may be tolerated, even advice occasionally if asked for. But it is first-handedness that counts, the 'up-against-it' that calls out the best in anybody."

Though the plan originated in Norfolk County, Massachusetts, there is every reason why it should be extended to towns, cities, counties, and states everywhere. Anyone interested in securing further information may obtain the Game Plan and accompanying literature by sending 20 cents to Captain Percy R. Creed, Room 1019, 50 Congress Street, Boston.

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New Books on Recreation

Junior Manual

By O. Garfield Jones. Published by the author, 2701 Rathbun Drive, Toledo, Ohio. $1.00 paper bound; $1.50 cloth bound.

THE PURPOSE of this manual, containing lessons for leadership within a group and parliamentary procedure, is to facilitate the development of the art of group leadership in the schools, particularly in the groups from the sixth to tenth grades where the club interest is emerging. Some simplification, as Dr. Jones, who is Professor of Political Science of the University of Toledo points out, has been necessary, but in the process all the motions have been left that the ordinary club or society uses in its deliberations, with the result that seventh grade pupils can learn in a few lessons how to conduct their group meetings in accordance with this Junior Manual.

The Junior Manual has been worked out in such a relation to the Senior Manual, which includes all the motions in Robert's *Rules of Order*, that pupils who have learned the procedure of the Junior Manual in a junior high school can when they reach the senior high school readily learn the more difficult motions included in the Senior Manual without having to unlearn anything. The author suggests that the Senior Manual be taught only as an elective in the senior high school for those students who are socially ambitious and intellectually keen enough to profit by this more complete technique for group leadership. The price of the Senior Manual, which may be secured from the author, is $1.00 paper bound; $1.25 cloth bound.

Free-Time Activities for Unemployed Young Men

By E. C. Worman. Occasional Studies No. 12. Association Press, 347 Madison Avenue, New York. $.75.

THIS "SAMPLING of experience in the Young Men's Christian Associations" tells the interesting story of a number of typical unemployment service projects, such as community clubs, programs of recreation in unused building space, vocational guidance conferences, a job finders' club, an unemployed wood-workers' exhibit, and similar projects. The booklet contains suggestions which will be helpful for recreation workers providing activities for the unemployed.

May Day—Child Health Day

American Child Health Association, 450 Seventh Avenue, New York. $.10.

IN PREPARING for Child Health Day in 1933 (May 1st), the American Child Health Association has issued a pamphlet giving briefly some of the results of Child Health Day in 1932 and offering some general suggestions for the observance of the day in 1933.

Rules for Girls' Activities

Spalding's Athletic Library. $.25 each.

THE AMERICAN Physical Education Association, through its Women's Rules and Editorial Committee, publishes seven booklets on Rules for Girls' Activities with appropriate articles and suggestions for their more effective teaching. These include *Women's Official Handbook*, with Rules for Track and Field and a number of athletic games; *Women's Basketball Guide*—1932-1933; *Women's Soccer Guide* (also Field Ball); *Outdoor Baseball for Women; Aquatics for Women and Girls* with official swimming rules; *Women's Winter Activities*, and *Field Hockey Guide*. These booklets which are available through athletic outfitters or from the American Sports Publishing Company, New York City, are exceedingly valuable for the recreation worker, representing as they do the result of painstaking experimentation and the best judgment of hundreds of women who work with girls in the field of physical education.

What To Do In Westchester—How—When—What It Costs

Published by C. J. Nuttall, Chappaqua, New York. $.35.

A GUIDE TO THE recreational facilities of Westchester County, New York, both publicly and privately maintained, this attractive booklet offers a practical listing of activities of many kinds. Any community group wishing to issue a guide of this nature will find the Westchester publication exceedingly helpful.

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More Leisure Hours Than Ever Before

AS by miracle local recreation work during the depression years of 1930 and 1931 held and even made some slight gains. During 1932 people have used the recreation facilities on the whole more than ever before, though trained workers have been fewer and the money spent less.

Never before has the United States recorded such a total of leisure time hours. Never before have education-recreation-morale workers had such a challenge. From the President's Organization on Unemployment Relief, from state unemployment committees, from local relief committees, from local relief workers—from public spirited citizens everywhere—have come the requests for leadership in making possible activities which would help keep men "alive."

No one longer supposes that men or children can live on bread alone. It is taken for granted that the American standard includes "living" as well as keeping the body together. Volunteers have helped. The unemployed themselves, have met in classes to study leadership and have given recreation leadership to their fellow unemployed.

And now whether by national law, by national decrees or otherwise, hours of work in industry are to be lessened. What next?

Youth a million strong each year are coming from our high schools. At our peril we leave them idle.

Even work camps for unemployed youth must have provision for recreation.

When the unemployed come together by themselves for barter one of the first actions is to make provision for recreation centers.

Men of sanity and judgment and statesmanship and humanity no longer question the spending of tax funds for recreation. Expenditures for recreation must, of course, be in proportion to other parts of the city budget.

Only three per cent of the community recreation expenditures of 1932 were from private funds. Even in a desperately hard year, taking the country as a whole, recreation has been continued as deserving of tax support.

As compared with the cost of public recreation, keeping men or boys idle has ever been found a costly and painful mistake. And the American people like, even in hard times, to see children and men and women keep on living.

HOWARD BRAUCHER.

May, 1933

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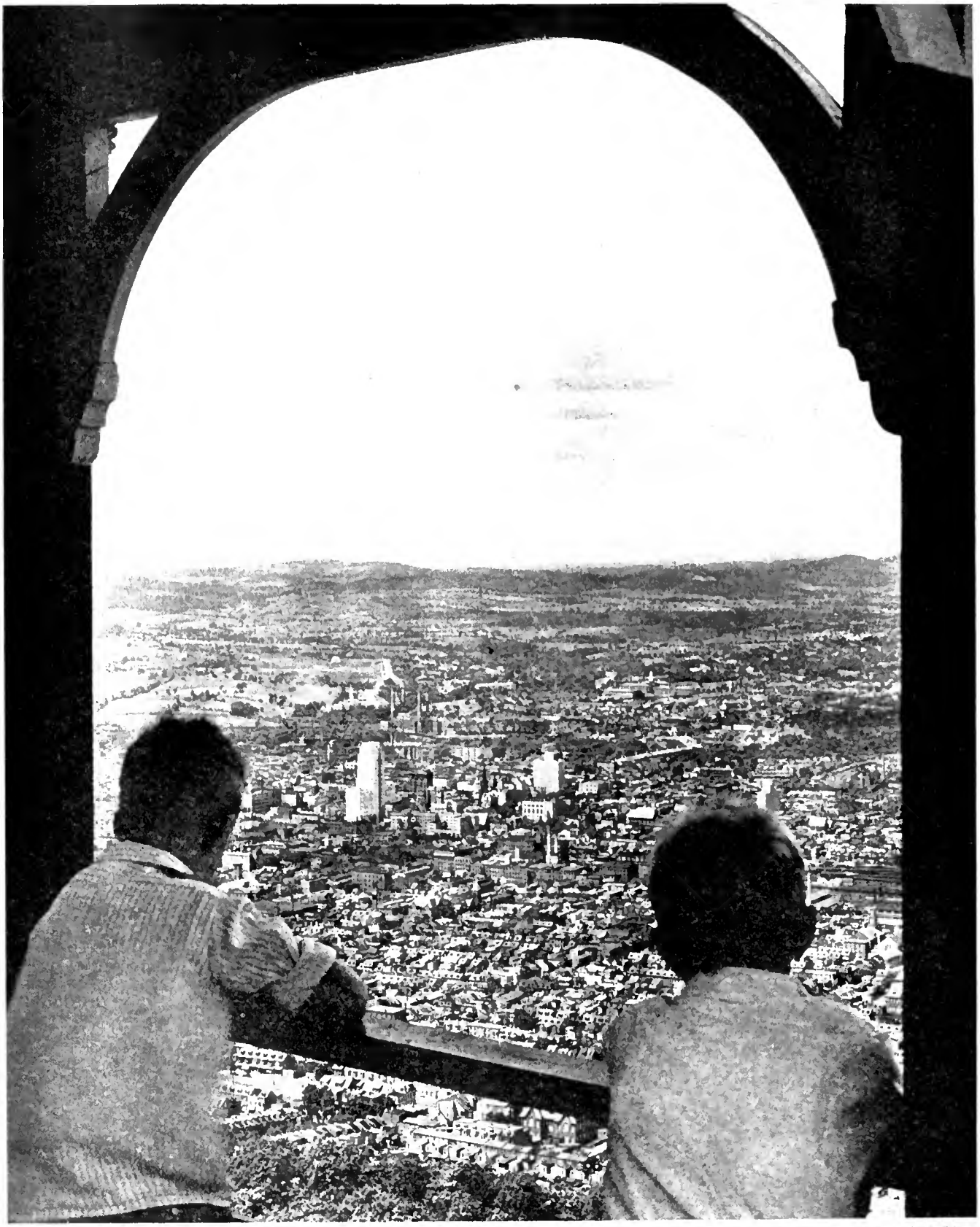

Photo by Jack Thamm

A View from Mt. Penn, Reading, Pa.

The Service of the National Recreation Movement in 1932

467 cities were given personal service through the visits of field workers.

28 communities received personal help in securing more adequate provision of recreation opportunities for Negroes.

7,999 requests for advice and material on amateur drama problems were submitted to the Drama Service.

58 cities were given assistance on special park problems through the personal visits of the field worker on Park Recreation.

41 cities received service from the Katherine F. Barker Field Secretary on Recreation for Girls and Women.

101 delegates from **25** foreign countries and **591** delegates from **146** cities in **33** states in this country attended the First International Recreation Congress.

227 institutions for children and the aged received help from the field secretary on Play in Institutions.

20,500 boys and girls in **618** cities received badges or certificates for passing the Association's athletic badge tests for boys and girls.

26 states were served through the Rural Recreation Service conducted in cooperation with the Extension Service of the United States Department of Agriculture. **154** institutes were held, attended by **11,004** people.

25 states received visits from the representative of the National Physical Education Service. In addition, service was given through correspondence, consultation, and monthly news letters.

5,824 different communities received help and advice on recreation problems through the Correspondence and Consultation Bureau.

62 cities in **20** states were served through social recreation institutes.

28 cities received personal help in planning community drama programs and in the training of volunteer leadership for drama activities.

The Music Service conducted institutes, issued bulletins, gave correspondence and consultation services, and prepared a booklet, *Community and Assembly Singing.*

The Publication and Bulletin Service prepared and issued bulletins and special publications on various recreation subjects.

RECREATION, the magazine of the recreation movement, was published monthly.

A Summary of Community Recreation in 1932

Cities reporting play leadership or supervised facilities..	**1,012**
New play areas opened in 1932 for the first time.....	**554**
Total number of separate play areas reported.....	**12,684**
Total number of play areas and special facilities reported:	
Outdoor playgrounds	**6,990**
Recreation buildings	**770**
Indoor recreation centers	**2,052**
Athletic fields	**1,629**
Baseball diamonds	**4,161**
Playground baseball diamonds	**4,759**
Bathing beaches	**472**
Golf courses	**374**
Ice skating areas	**1,659**
Ski jumps	**61**
Stadiums	**108**
Summer camps	**134**
Swimming pools	**1,094**
Wading pools	**885**
Tennis courts	**9,267**
Handball courts	**816**
Toboggan slides	**271**
Total number of employed recreation leaders.....	**23,037**
Total number of leaders employed full time the year round	**2,270**
Total number of volunteer leaders.....	**9,280**
Number of cities in which land was donated for recreation use	**32**
Bonds voted for recreation purposes	**$ 1,167,497.26**
Total expenditures reported for public recreation.....	**$28,092,263.09**

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May 1933

Community Recreation Leadership and Facilities in 1,012 Cities

THE YEAR BOOK of the National Recreation Association is a report of the public recreation facilities, leadership, expenditures, and programs of American municipalities. It is primarily a statement of community recreation activities conducted under leadership and of facilities used primarily for active recreation. In order to be included in the Year Book, a city must report one or more playgrounds or indoor recreation centers conducted under leadership, or a major recreation facility such as a golf course, swimming pool, or bathing beach, the operation of which requires regular supervision or leadership.

The Year Book contains reports of such recreation facilities and activities provided by many municipal and county park authorities, but does not include all types of park service. Recreation programs provided by industrial concerns and other private agencies for the benefit of the entire community and which are not restricted to special groups are also reported. Similarly, reports of many school playgrounds, recreation centers, and other recreation service provided by school authorities are published, but statements concerning school physical education programs, music, drama, and similar activities conducted as a part of the regular school curriculum are not included in the Year Book.

A total of 1,012 communities are represented in the Year Book for 1932. Eight cities* submitted reports arriving too late to be included. The total number also includes thirteen cities which failed to submit reports but which are known to be conducting recreation programs which would entitle them to be included in the Year Book.

Although the total number of communities represented is practically the same as reported in 1931, there is, of course, some difference in the individual communities reporting. Of those included in 1931, 172 do not appear in the 1932 Year Book. A minor portion of this number reported discontinuance of their playground and recreation programs for 1932, but the larger number simply failed to respond to requests for information concerning their recreation service. Balancing this number is practically the same number of communities sending reports not included last year, many of them being submitted for the first time.

Taking into consideration the severe difficulties with which municipalities have been faced during the past year, it is only natural that recreation has received its share of curtailment. It is to be expected that the recreation Year Book would show some decrease in expenditures, number of leaders employed, and similar facts during a time when municipal expenditures and services were being so seriously affected by economic conditions. On the whole, it is inspiring to consider the way in which cities have met the challenge of curtailed budgets, reduced staffs, and other obstacles in responding to the need for recreation service which has continued to grow by reason of almost universal unemployment. Mere facts and statistics can not reveal the many stories of courage and spirit with which this difficult challenge has been met.

The returns from 784 cities reporting paid leadership indicate a five and one-half percent decrease in total number of leaders employed. At the same time it is interesting to note that 258

* Reports from the following were received too late for publication: Proctor, Vermont; Storm Lake, Iowa; Ellwood City, Pennsylvania; Perry, Iowa; Escanaba, Michigan; State College, Pennsylvania, and Hamburg, Pennsylvania; Ashland, Oregon.

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cities reported full time year round workers both in 1931 and 1932. This fact indicates the continued recognition of the need for full time year round leadership as essential for adequate recreation service even though the total number of such workers has been of necessity decreased.

The increased demand for leadership, especially in connection with indoor facilities, has led to the use of volunteers in approximately fifty more cities than reported such leadership in 1931.

The total expenditures reported by 914 cities is $28,092,263.09 as compared with an expenditure of $36,078,585.37 by 917 cities in 1931. The greatest decrease in any one item of expenditure is that of land, buildings, and permanent equipment. The amount spent for upkeep, supplies, and incidentals is practically the same, while a decrease is seen in expenditure for leadership. Through the use of relief labor, many cities have found it possible to materially improve their recreation areas and permanent facilities.

In considering any statements of expenditures given in the Year Book, attention should again be called to the limited types of recreation service herein reported. Various estimates of the cost of public recreation may be seen from time to time, such as the most recent data on government expenditures for recreation in cities over 30,000, which gives for this group alone an estimated expenditure of several times the amount reported in the Year Book. Such government reports cover all types of municipal recreation — playgrounds, parks and trees, open spaces, museums, art galleries, swimming and bathing facilities, athletics, music, entertainments and celebrations, whereas the recreation Year Book limits its reports as previously explained.

The total number of recreation buildings shows a decided increase over the number reported in 1931. Doubtless this increase is due in large part to the efforts made by many cities to meet more adequately the recreation needs of the unemployed. Indoor recreation centers, bathing beaches, and swimming pools remain approximately the same in number reported, while playgrounds and athletic fields show some decrease.

A very marked increase in attendance at playgrounds, indoor centers, and various recreation areas is noted. The total playground attendance reported by 516 cities was 235,632,553 as compared with 222,619,926 reported by 565 cities in 1931. Participation at indoor centers increased materially as did the use of facilities providing water sports. Winter sport facilities as a whole record a decrease in participation probably due to weather conditions which were unfavorable to winter sports during 1932 in many sections of the country usually reporting heavy use of such facilities.

It is hardly surprising that golf statistics show a decrease in participation when the reduced incomes of patrons as a whole are considered. In general, it is impossible to make a true comparison between participation figures from year to year. In many instances a figure is given which combines participation at playgrounds and indoor centers for instance, while in other cases cities record both participants and spectators. This data obviously cannot be compared with that representing participants only. For this reason only general comparisons can be given.

The table on special recreation activities indicates the wide range of recreational interests served by recreation departments and the extent to which opportunities for enjoyment of participation in athletic, social, dramatic, musical, nature, and other activities are afforded to large numbers of people. Viewed over a period of years, it is interesting to note the growth in variety and number of activities offered by recreation departments. Although the list given in this publication is by no means an exhaustive catalogue of activities, it does contain more than double the number of special activities reported by recreation departments a decade ago. Fully as many more might be added to the present list if a complete picture were to be given.

The tables on recreation administration show very little change from the 1931 report. What small variation occurs is apparently due to the variation in individual cities reporting from year to year.

On all sides daily attention is being drawn to the increased importance of recreation in the life of the people. The report of President Hoover's Research Committee on Social Trends points to the movement by the American people toward more adequate recreation facilities as one of the significant trends of recent times. While the depression is temporarily curtailing some of these activities, there is no evidence of declining interest. It is believed that the report of accomplishments in American communities in 1932 will provide data which will be helpful in maintaining local recreation service during 1933. It is hoped that it may also provide encouragement to carry on even more effectively another year.

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Leadership

Employed Workers

Of the 1,012 cities represented in the 1932 Year Book, 784 cities report 23,037 workers employed to give leadership for community recreation activities. Of this total 12,308 were men and 10,729 were women. Of this number 2,270 men and women were employed full time throughout the year for recreational service.

While the total number of full time year round workers shows a decrease from 2,686 in 1931 to 2,270 in 1932, it is of special interest to note that the number of cities reporting full time year round workers remains the same as in 1931. Even with a decreased number of workers, there is ample evidence that year round leadership is generally considered essential to adequate community recreation service.

	1930	*1931*	*1932*
Cities reporting employed recreation workers	828	834	784
Men workers employed	12,151	13,053	12,308
Women workers employed	12,798	12,455	10,729
Total workers	24,949	25,508	23,037
Cities reporting workers employed full time year round	282	258	258
Men workers employed full time year round	1,368	1,359	1,218
Women workers employed full time, year round	1,292	1,327	1,052
Total full time year round workers	2,660	2,686	2,270

Volunteers

In 323 cities 9,280 volunteers were enlisted in carrying on the recreation program in 1932. A general increase in the use of volunteers is noted even though the actual number reported is less than that reported in 1931. This may be explained by the fact that a few cities reporting large numbers of volunteers in 1931 do not appear in this report.

Play Areas and Centers

A total of 12,684 play areas and centers under leadership is reported. Of this number 554 are reported open in 1932 for the first time. The total number of outdoor playgrounds shows a 9% decrease from 1931 while the number of recreation buildings and indoor centers remains practically the same in proportion to the number of cities reporting these facilities. Separate figures are reported in the case of these facilities for white people and for colored people, but no such distinction is made in recording athletic fields bathing beaches, golf courses, summer camps, and play streets which are included in these figures. The following summary includes information submitted concerning playgrounds, recreation buildings, and indoor centers:

Outdoor Playgrounds

Total number of outdoor playgrounds (737 cities)		6,673
Open year round (150 cities)	1,224	
Open during the summer months only (635 cities)	4,480	
Open during school year only (54 cities)	368	
Open during other seasons only (55 cities)	368	
Playgrounds unclassified according to season (15 cities)	233	
Average daily summer attendance of participants (498 cities)		1,887,500*
Average daily summer attendance of spectators (300 cities)		538,770*
Total number of outdoor playgrounds open in 1932 for the first time (125 cities)		244

* In addition to this number, 14 cities reported an average daily summer attendance of both participants and spectators on 194 playgrounds totaling 88,848.

In addition to the above, outdoor playgrounds for colored people are reported as follows:

Total number of playgrounds for colored people (117 cities)		317
Open year round (34 cities)	89	
Open summer months only (90 cities)	193	
Open school year only (8 cities)	17	
Open other seasons only (5 cities)	12	
Playgrounds unclassified according to season (2 cities)	6	
Average daily summer attendance of participants (66 cities)		95,399
Average daily summer attendance of spectators (45 cities)		15,655
Total number of playgrounds for colored people open in 1932 for the first time (14 cities)		17
Total number of playgrounds for white and colored people (736 cities)		6,990
Total average daily summer attendance of participants and spectators, white and colored (4,951 playgrounds)		2,626,172
Total yearly or seasonal attendance of participants and spectators at playgrounds for white and colored people (5,700 playgrounds in 516 cities)		235,632,553

Recreation Buildings

Recreation buildings are reported as follows:

Total number of recreation buildings (226 cities)	716
Total yearly or seasonal attendance of participants (286 buildings in 133 cities)	17,671,143
Total number of recreation buildings open in 1932 for first time (29 cities)	41

In addition, recreation buildings for colored people are reported as follows:

Total number of recreation buildings for colored people (39 cities)	54
Total yearly or seasonal attendance of participants (24 buildings in 17 cities)	668,030
Total number of recreation buildings for colored people open in 1932 for the first time (4 cities)	9
Total number of recreation buildings for white and colored people (237 cities)	770
Total yearly or seasonal participants at recreation buildings for white and colored people (310 buildings in 135 cities)	18,339,173

Indoor Recreation Centers

Total number of indoor recreation centers (245 cities)	1,932
Total yearly or seasonal attendance of participants (1,249 centers in 154 cities)	15,144,831
Total number of indoor recreation centers open in 1932 for the first time (50 cities)	133

Additional indoor recreation centers for colored people are reported as follows:

Total number of indoor recreation centers for colored people (60 cities)	120
Total yearly or seasonal attendance of participants (68 centers in 39 cities)	945,000
Total number of indoor recreation centers for colored people open in 1932 for the first time (12 cities)	16
Total number of indoor recreation centers for white and colored people (269 cities)	2,052
Total 1932 attendance of participants at indoor recreation centers for white and colored people (1,317 centers in 166 cities)	16,089,831

Play Streets

Forty-one cities report a total of 263 streets closed for play under leadership. Only 8 of these streets in three cities were open in 1932 for the first time. Although comparatively few in number, these play streets serve large numbers of people as indicated by the fact that 21 cities report an average daily attendance of 26,493 participants.

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Recreation Facilities

The following list of several important recreation facilities indicates the extent to which they were provided and used during 1932. It is interesting to note that the greatest increase in participation is in connection with facilities offering water sports. The greatest apparent decrease in comparison with 1931 was in the use of baseball diamonds. This decrease is in part accounted for by the fact that this year for the first time a report of playground baseball diamonds was requested and in many instances these facilities were found to have been reported as regulation baseball diamonds in previous reports. Throughout the following table the figures in parentheses indicate the number of cities reporting in each particular case and the figures in brackets indicate the number of facilities for which information is reported.

Facilities	*Number*	*Participants per season*	*Number open in 1932 for first time*
Athletic Fields	1,629 (532)	6,953,646 (152) [439]	56 (24)
Baseball Diamonds	4,161 (681)	6,177,691 (206) [1,472]	127 (63)
Playground Baseball Diamonds	4,759 (494)	3,033,611 (171) [1,399]	140 (44)
Bathing Beaches	472 (257)	54,328,498 (78) [166]	13 (11)
Golf Courses (9-holes)	176 (138)	1,873,653 (57) [82]	8 (8)
Golf Courses (18-holes)	198 (138)	4,889,413 (69) [100]	5 (5)
Handball Courts	816 (139)	275,258 (49) [120]	37 (17)
Ice Skating Areas	1,659 (283)	4,972,045 (82) [645]	22 (9)
Ski Jumps	61 (42)	109,858 (8) [13]	3 (3)
Stadiums	108 (89)	1,199,543 (18) [19]	.. ..
Summer Camps	134 (83)	473,106 (34) [54]	4 (3)
Swimming Pools (indoor)	316 (127)	4,156,902 (58) [160]	.. ..
Swimming Pools (outdoor)	778 (355)	16,484,617 (152) [359]	16 (13)
Wading Pools	885 (319)	2,257,938 (92) [269]	38 (24)
Tennis Courts	9,267 (639)	7,656,757 (200) [4,267]	234 (55)
Toboggan Slides	271 (94)	577,744 (24) [74]	4 (4)

Management

The following tables indicate the number of public and private agencies of various types which conducted recreation facilities and programs listed in this report. Since two or more agencies submitted reports in a number of cities, each of these cities has been recorded two or more times in the tables. Comparable figures are given for 1922 and 1927.

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Municipal

The forms of municipal administration in the cities reporting are summarized as follows:

Managing Authority	*Number of Agencies Reporting* 1922	1927	1932
Park Commissions, Boards, Departments, and Committees	59†	140†	218*
Playground and Recreation Commissions, Boards, and Departments	88††	206††	201
Boards of Education and other School Authorities	113	134	169
Mayors, City Councils, City Managers, and Borough Authorities	15	26	93
Park and Recreation Commissions, Boards, and Departments	..	..	38
** Municipal Playground Committees, Associations, and Advisory Commissions	..	..	38
Departments of Public Works	7	12	21
Departments of Parks and Public Property or Buildings	7	17	14
Departments of Public Welfare	2	3	6
Chambers of Commerce	..	..	4
Departments of Finance and Revenue	..	..	2
Water Departments	..	..	1
Departments of Public Safety	..	1	1
Swimming Pool Commissions	..	..	6
Other Departments	8	7	2
Golf Commissions	..	..	4
In a number of cities municipal departments combined in the management of recreation facilities and programs as follows:			
Boards of Education and City Authorities	5	3	4
Boards of Education and Park Boards	4	5	4
Recreation Commissions and School Boards	4	5	5
Recreation Commissions and Park Commissions	..	1	5
Park Commissions and Others	..	..	4
School Boards and Others	..	2	3
Recreation Commissions and Others	..	..	1
Other Combinations	..	..	4
In a number of cities municipal and private authorities combined in the management of recreation activities and facilities as follows:			
City Councils and private groups	..	1	7
Boards of Education and private groups	..	4	9
Park Departments and private groups	..	4	5
Recreation Departments and private groups	..	5	9
Others	..	3	1

Private

Private organizations maintaining playgrounds, recreation centers, or community recreation activities are reported as follows:

Playground and Recreation Associations, Committees, Councils and Leagues, Community Service Boards, Committees and Associations	97	151	58
Community House Organizations, Community and Social Center Boards, and Memorial Building Associations	18	16	35

† Includes Park and Recreation Commissions.
†† Includes many subordinate recreation divisions and bureaus.
* Twelve of these park authorities are in New York City and Chicago.
** These authorities administered recreation facilities and programs financed by municipal funds although in some of the cities it is probable that they were not municipally appointed. Many of these authorities function very much as Recreation Boards and Commissions.

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Managing Authority	Number of Agencies Reporting 1922	1927	1932
Civic and Community Leagues, Neighborhood, and Improvement Ass'ns	22	23	8
Women's Clubs and other organizations	17	12	12
Y. M. C. A.'s and Y. W. C. A.'s	7	7	13
Parent Teacher Associations	7	10	10
Kiwanis Clubs	1	2	9
Industrial Plants	25	11	6
Churches	7	..	5
Welfare Federations and Associations, Social Service Leagues, Settlements, and Child Welfare Organizations	10	..	6
American Legion	..	4	3
Lions Clubs	..	2	7
Park and Playground Trustees	..	..	2
Rotary Clubs	3	5	2
Universities and Colleges	..	..	2
Chambers of Commerce and Commercial Clubs	2	7	6
Athletic Associations, Outing Clubs, Winter Sports Clubs	..	..	2
Community Clubs	..	3	3
American Red Cross	1	2	1
Boys' Work Organizations	1	2	4
Miscellaneous	..	5	8

Agencies Reporting Full Time Year Round Workers

The following table is a summary of the types of municipal and private agencies reporting one or more recreation workers employed on a full time year round basis in 1932. In a number of cities two or more agencies report year round workers giving full time to recreation. It will be noted that in a large percentage of cities in which recreation is administered by a recreation board, commission, or independent department, at least one worker is employed for full time recreation service throughout the year.

Several of the private agencies reporting such workers control few facilities but serve primarily to promote and supplement the work of municipal agencies in the same cities.

Municipal

Managing Authority	Number of Agencies
Playground and Recreation Commissions, Boards, and Departments	119
Park Commissions, Boards, Bureaus, and Departments	39*
Boards of Education and other School Authorities	24
Park and Recreation Commissions and Departments	20
Municipal Playground Committees, Recreation Associations, etc.	1
Departments of Public Welfare	5
Departments of Parks and Public Property	4
Departments of Public Works	4
Municipal Golf Commissions	3
City Councils	4
Combined municipal departments	6
Combined municipal and private agencies	12
Miscellaneous	8

Private

Managing Authority	Number of Agencies
Playground and Recreation Associations, Committees, Community Service Boards, and Community Associations	16
Community Building Associations, Community House Boards, and Recreation Center Committees	21
Settlements and Neighborhood House Associations, Welfare Federations, etc.	2
Industrial Plants	4
Park and Playground Trustees	2
Community Clubs	2
Miscellaneous	7

* Nine of these park authorities are in Chicago and New York City.

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Finances

Total expenditures of $28,092,263.09 are reported by 914 cities for the year 1932.

The item covering upkeep, supplies, and incidentals shows a slight increase over previous years while the greatest relative decrease is in expenditures for land, buildings, and permanent equipment. A smaller decrease from the amount reported in 1931 is shown in the amount expended for leadership.

The figures in parentheses represent the number of cities reporting in each case.

	1930	*1931*	*1932*
Land, Buildings, Permanent Equipment	$12,610,862.06 (352 cities)	$10,691,176.59 (383 cities)	$6,104,051.33 (273 cities)
Upkeep, Supplies, and Incidentals	$4,754,368.27 (677 cities)	$5,482,844.16 (693 cities)	$5,486,540.05 (658 cities)
Salaries and Wages			
For Leadership	$8,135,656.20 (736 cities)	$7,943,879.82 (729 cities)	$6,950,512.85 (641 cities)
For Other Services	$6,167,761.62 (444 cities)	$5,383,811.97 (447 cities)	$5,628,192.66 (466 cities)
Total	$15,658,418.80 (795 cities)	$15,668,137.71 (793 cities)	$14,092,568.98 (723 cities)
Total Expenditures	$38,518,194.88 (928 cities)	$36,078,585.37 (917 cities)	$28,092,263.09 (914 cities)

Sources of Support

The sources from which funds are secured for financing community recreation activities and facilities are summarized in the following table. Receipts from fees and charges supplement the sources indicated in 255 cities:

Source of Support	*Number of cities*
Municipal Funds	652
Municipal and Private Funds	151
Private Funds	127
County	50
Miscellaneous Public Funds	4
Miscellaneous Public and Private Funds	7

The amounts reported spent from various sources appear in the following table. Approximately 88% of the total amount, the source of which was reported, was derived from taxation. Of the balance approximately 9% was secured from fees and charges and 3% from private sources.

	Amount	*Number of cities*
Municipal and County Funds	$24,484,561.35	729
Fees and Charges	2,395,622.13	255
Private Funds	1,024,238.78	257

Bond Issues

Nine cities report bond issues passed during 1932 for recreation purposes totalling $1,167,497.26. Thirty cities report an expenditure of bond issues to the amount of $2,345,735.38.

City and State	*Amount of Bond Issues Passed*	*Amount of Bond Issues Expended*
Birmingham, Ala.	.....	$ 35,000.00
Tucson, Ariz.	.....	714.21
Los Angeles, Cal.	.....	645,565.31
Pacific Grove, Cal.	.....	40,000.00
San Diego, Cal.	$265,000.00	181,500.00
San Francisco, Cal.	.....	121,759.43

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City and State	*Amount of Bond Issues Passed*	*Amount of Bond Issues Expended*
Chicago, Ill.	.....	32,070.00
Oak Park, Ill.	.....	20,200.00
Vinton, Ia.	1,200.00	1,200.00
Brockton, Mass.	10,500.00	.....
Minneapolis, Minn.	.....	70,173.00
Perth Amboy, N. J.	.....	17,000.00
Dobbs Ferry, N. Y.	.....	30,000.00
Newburgh, N. Y.	7,647.26	7,647.26
Syracuse, N. Y.	700,000.00	500,000.00
Bismarck, N. D.	.....	5,000.00
Cincinnati, Ohio	.....	64,487.85
Columbus, Ohio	.....	3,000.00
Middletown, Ohio	10,000.00	10,000.00
Niles, Ohio	.....	2,811.44
Portsmouth, Ohio	.....	2,750.00
Sandusky, Ohio	.....	170,000.00
Philadelphia, Pa.	.....	23,250.93
Reading, Pa.	.....	28,000.00
Providence, R. I.	.....	24,876.78
Nashville, Tenn.	.....	90,865.09
Beaumont, Texas	.....	25,000.00
Palestine, Texas	20,000.00	.....
Seattle, Wash.	118,150.00	70,599.44
Milwaukee, Wis.	.....	83,989.64
Whitefish Bay, Wis.	35,000.00	35,000.00
London, Ont., Canada	.....	3,275.00
	$1,167,497.26	$2,345,735.38

Donated Areas

The following table includes thirty cities reporting gifts of land and other bequests for recreational purposes during 1932. Two other cities reported the receipt of gifts, but gave no detailed information regarding them. The estimated valuation of twenty-four gifts totals $468,373.00. The total acreage of twenty-seven gifts of land is 444.52.

City and State	*Acreage*	*Valuation*
Gadsden, Ala.	6.	.....
Bisbee, Ariz.	25.	.....
Alhambra, Cal.	3.	$ 15,000.00
Branford, Conn.	12.	.....
Middletown, Conn.	1.	500.00
New London, Conn.	27.	40,573.00
Stratford, Conn.	7.	110,000.00
Alton, Ill.	1.	1,300.00
Anderson, Ind.	5.73	200.00
Evansville, Ind.	15.	.....
Kokomo, Ind.	26.	65,000.00
Topeka, Kans.	....	50,000.00
Derby, Maine	1.	1,000.00
Rockland, Maine	.50	2,500.00
Sanford, Maine	5.	10,000.00
Fitchburg, Mass.	33.23	16,500.00
Methuen, Mass.	1.	5,000.00
Stoneham, Mass.	.50	1,000.00
Rochester, Minn.	....	60,000.00
Summit, N. J.	22.	.....
Union County, N. J.	24.51	40,900.00
Erie County, N. Y.	150.	11,500.00
Manchester, N. Y.	....	2,000.00
Durham, N. C.	28.	18,000.00
High Point, N. C.	16.	1,600.00
Crestline, Ohio	8.	1,800.00
Clearfield, Pa.	1.	.....
Yakima, Wash.	3.95	7,500.00
Wheeling, W. Va.	11.10	3,500.00
Oshkosh, Wis.	10.	3,000.00
	444.52	$468,373.00

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Special Recreation Activities

The following table gives an idea of the comparative extent to which various activities are included in recreation programs and the number of individuals participating. The number of cities in which these activities are conducted is considerably greater than here indicated since many cities do not submit any information for use in this table. Complete information is lacking for a few of the activities listed since no reliable participation records are available in some cases.

The increased use of recreation buildings and indoor centers is reflected in increased participation of indoor facilities as a whole. Basketball shows the largest relative increase from 122,235 players in 1931 to 241,369 in practically the same number of cities in 1932. Folk dancing, handcraft, social dancing, and drama activities also show material gain in number of participants. Winter sports show the smallest gain in proportion to cities reporting probably because of prevalent weather conditions.

The figures in parentheses indicate the number of cities reporting participation.

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Archery	134	22,103 (70)
Art Activities	199	83,273 (85)
Athletic Leagues		
Baseball	613	313,490 (294)
Basketball	474	241,369 (253)
Bowling	114	23,016 (59)
Field Hockey	81	8,489 (35)
Football	315	68,607 (146)
Handball	165	47,695 (58)
Horseshoes	553	135,239 (257)
Ice Hockey	122	27,831 (49)
Playground Baseball	606	414,460 (292)
Soccer	198	76,168 (92)
Tennis	547	438,028 (245)
Volley Ball	492	180,162 (236)
Badge Tests (NRA)	98	22,575 (45)
Circuses	147	48,077 (67)
First Aid Classes	210	13,194 (87)
Folk Dancing	304	96,171 (137)
Gardening	94	8,632 (39)
Handcraft	434	221,092 (196)
Hiking Clubs	219	41,643 (100)
Holiday Celebrations	281	.... ..
Honor Point System	108	46,682 (48)
Junior Police	93	4,147 (40)
Literature	76	14,010 (29)
Model Aircraft	140	14,720 (70)
Model Boats	116	4,990 (41)
Motion Pictures	136	.... ..
Nature Study	182	30,180 (70)
Paddle Tennis	227	38,453 (87)
Playground Newspaper	57	1,960 (25)
Safety Activities	196	55,846 (62)
Social Dancing	210	173,494 (103)
Swimming Badge Tests (NRA)	117	11,909 (42)
Water Sports	378	541,175 (151)
Winter Sports	183	380,372 (60)
Band Concerts	275	.... ..
Chorus	122	.... ..
Christmas Caroling	165	53,766 (81)
Community Singing	190	.... ..
Glee Clubs	95	7,574 (40)
Harmonica Bands	99	6,698 (48)
Music Week Activities	90	64,569 (42)
Orchestras	131	5,186 (70)
Quartets	74	1,040 (34)
Rhythmic Bands	89	4,855 (42)
Singing Games	264	117,986 (102)
Ukelele Clubs	43	3,430 (19)
Drama Tournaments	94	14,448 (48)
Pageants	181	50,288 (78)
Plays	269	41,346 (128)
Puppetry	89	21,837 (35)

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Tables of Playground and Community Recreation Statistics for 1932

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year						Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages			Total		
										For Leadership	Other Services	Total			
	Alabama														
1	Birmingham	259,678	Park and Recreation Board	15	48	3	[1]47	35,000.00	25,000.00	11,000.00	32,000.00	43,000.00	103,000.00	M	1
2	Gadsden	24,042	Commissioner of Streets and Parks	1	1					200.00		200.00	200.00	P	2
3	Sheffield	6,221	Mothers' Club		2			40.00	20.00	90.00		90.00	150.00	P	3
4	Talladega	7,596	City Improvement Park and Recreation Board	1	1				150.00	350.00		350.00	500.00	P	4
	Arizona														
5	Bisbee	8,023	School Board				1		250.00		250.00	250.00	500.00	M	5
			City of Bisbee	1					219.98	338.32	150.00	488.32	708.30	M	a
6	Douglas	9,828	Water Department				3						3,800.00	M	6
7	Jerome	4,932	United Verde Copper Company	1					2,000.00			1,200.00	3,200.00	P	7
8	Phoenix	48,118	Parks Department	6			20		510.00	2,965.00	2,900.00	5,865.00	6,375.00	M	8
9	Tucson	32,506	City Recreation Department	21	17	1		714.21	2,361.39	5,757.17		5,757.17	8,832.77	M	9
10	Yuma	4,892	Swimming Pool Commission	1	1				650.00	900.00	500.00	1,400.00	2,050.00	M	10
	Arkansas														
11	Fayetteville	7,394	School Board and Parent Teacher Association	1	1					150.00	150.00	300.00	300.00	P	11
12	Fort Smith	31,429	Department of Public Property	3	4				350.00	400.00	600.00	1,000.00	1,350.00	M&P	12
13	Little Rock	81,679	Recreation Commission	11	17		18		650.00	3,400.00		3,400.00	4,050.00	M	13
14	Paragould	5,966	Chamber of Commerce				15						1,400.00	M&P	14
15	Trumann	2,995	Poinsett Community Club				15		500.00				500.00	P	15
	California														
16	Alameda	35,033	Recreation and Park Department	1	5	6	1	2,247.00	14,586.00	8,424.00	18,383.00	26,807.00	43,640.00	M	16
			Golf Commission	1		1							35,000.00	M	a
17	Alhambra	29,472	Recreation Commission	1	9			25,000.00	500.00	4,000.00		4,000.00	29,500.00	M	17
18	Anaheim	10,995	Recreation Department	2	1				1,252.41	4,343.50	1,234.51	5,578.01	6,830.42	M	18
19	Arcadia	5,216	Board of Education	1			1		340.00	400.00	60.00	460.00	800.00	M	19
20	Bakersfield	26,015	School Board	3	6				94.28	1,489.10		1,489.10	1,583.38	M	20
21	Berkeley	82,109	Recreation Department and Board of Education	32	22		40	15,711.37	14,529.82	34,913.67	13,595.80	48,509.47	78,750.66	M	21
22	Beverly Hills	17,429	Playground Department	15	8	8			5,815.14	5,707.30	9,984.15	15,691.45	21,506.59	M	22
23	Burbank	16,662	Park Commission	2	1			3,051.46	2,408.36	400.00	860.72	1,260.72	6,720.54	M	23
24	Chico	7,961	Bidwell Park and Playground Commission										15,000.00	M	24
25	Colusa	2,116	City of Colusa										1,250.00	M	25
26	Escondido	3,421	City Council											M	26
27	Fontana	3,500	School Board and City of Fontana	1	1				250.00	525.00		525.00	775.00	M	27
28	Fresno	52,513	Playground and Recreation Commission	15	16	2			5,394.00	17,466.77	10,710.00	28,176.77	33,570.77	M	28
29	Glendale	62,736	Advisory Recreation Board	33	29		6	15,000.00	4,000.00	11,560.00	6,380.00	17,960.00	36,960.00	M&P	29
30	Hermosa Beach	4,796	City of Hermosa Beach										[3]11,278.54	M	30
31	Inglewood	19,480	Board of Education	4	5				129.60	930.00	316.00	1,246.00	1,375.60	M	31
32	Huntiogton Beach	3,690	City of Huntington Beach						8,500.00	1,800.00	2,400.00	4,200.00	12,700.00	M	32
33	Long Beach	142,032	Recreation Commission and Board of Education	160	165	26		28,442.56	19,621.21	110,091.79	12,285.08	122,376.87	170,440.64	M	33
			City of Long Beach and Park Dept.	56		18		82.50	8,799.60			156,701.13	165,583.23	M	a
34	Los Angeles	1,238,048	Dept. of Playground and Recreation	217	97	94	50	602,304.09	245,110.33	330,838.57	208,420.63	539,259.20	1,386,673.62	M	34
			Board of Education	168	223				5,267.00	126,000.00		126,000.00	131,267.00	M	a
			Board of Park Commissioners					15,472.61	24,280.61		105,768.65	105,768.65	145,521.87	M	b
35	Los Angeles County[4]	2,208,492	County Department of Recreation Camps and Playgrounds	35	5	15		27,447.23	72,608.39	7,283.32	228,171.19	235,454.51	335,510.13	C	35
36	Manhattan Beach	1,891	City of Manhattan Beach										2,710.21	M	36
37	Merced	7,066	Rotary Club		1								360.00	C	37
38	Modesto	13,842	Playground and Parks Department	1	4		6		8,000.00	500.00	1,000.00	1,500.00	9,500.00	M	38
39	Monrovia	10,890	City of Monrovia	4	2								12,160.00	M	39
40	Montebello	5,498	Natatorium Department	4	2	1		5,500.00	780.00	2,100.00	1,470.00	3,570.00	9,850.00	M	40
41	Napa	6,437	City of Napa and American Red Cross	1									90.00	P	41
42	National City	7,301	City Council	1	2			250.00		475.00	920.00	1,395.00	1,645.00	M	42
43	Oakland	284,063	Recreation Department	124	68	33	27		86,897.98	101,753.92	75,005.87	176,759.79	263,657.77	M	43
44	Paci6e Grove	5,558	City Manager	2	1			42,535.06	40.16	448.35	227.50	675.85	43,251.07	M	44
45	Palo Alto	13,652	Community Center Commission	6	6			299.45	1,663.86	7,358.01		7,358.01	9,321.32	M	45
46	Pasadena	76,086	Department of Recreation	22	36	6	475		3,549.12	25,236.02	4,319.03	29,555.05	33,104.17	M	46
			City of Pasadena and Park Department	5	1	5		61,582.17				142,775.36	204,357.53	M	a
47	Piedmont	9,333	City Council	2	3	2			473.50	3,775.87	60.00	3,835.87	4,309.37	M	47
48	Pittsburg	9,610	City of Pittsburg		1					300.00		300.00	300.00	M	48
49	Pomona	20,804	Coordinating Council	1			9		25.00				[5]25.00	M	49
			Park Department											M	a
50	Red Bluff	3,517	Playgronad Department		1				106.89	472.00		472.00	578.89	M&P	50
51	Redlands	14,177	City of Redlands	4	2				3,396.50	2,044.30	2,178.77	4,223.07	7,619.57	M	51
52	Redondo Beach	9,347	City Council						1,711.26		5,401.87	5,401.87	7,113.13	M	52
53	Richmond	20,093	Recreation and Playground Department	10	4				2,000.00	5,500.00	2,400.00	7,900.00	9,900.00	M	53
54	Riverside	29,696	Park Department	4	1								4,885.00	M	54
55	Sacramento	93,750	City Recreation Department	11	9	7	25	6,000.00	27,000.00	14,000.00	55,400.00	69,400.00	102,400.00	M	55
56	Salinas	10,263	City Park Department	1										M	56
57	San Bernardino	37,481	City Park and Playground Committee	2	1		12			470.00	85.03	555.03	555.03	M&P	57
58	San Clemente	1,000	City of San Clemente										18,226.37	M	58
59	San Diego	147,995	Playground and Recreation Dept.	10	10	17	40	82,425.00	10,313.00	34,700.00	19,721.00	54,421.00	147,159.00	M	59
			Park Department					100,000.00					107,472.00	M	a
60	San Francisco	634,394	Recreation Commission	107	82	95	16	92,228.99	129,976.47	172,000.00	141,236.79	313,236.79	535,442.25	M	60
			Board of Park Commissioners					273,099.39	164,327.40				437,426.79	M	a
61	San Jose	57,651	Board of Education	18	4								18,100.00	S&C	61
			Recreation Commission	8	3		6	1,300.00	135.00	940.00	1,855.00	2,795.00	4,230.00	M	a
62	San Leandro	11,455	Board of Recreation	2	2		2	755.00	620.40	2,825.00	118.00	2,943.00	4,318.40	M	62
63	Santa Ana	30,322	School Board	6	4				100.00	1,092.00		1,092.00	1,192.00	M	63
64	Santa Barbara	33,613	Recreation Commission	15	2		100		390.33	6,236.76		6,236.76	6,627.09	M	64
			Board of Park Commissioners	2	1			301.14	2,062.73				9,640.52	12,004.39	M	a
65	Santa Barbara Co.[8]	65,167	Santa Barbara County Board of Forestry					43,837.06	4,255.29		15,929.98	15,929.98	64,022.33	C	65

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No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	19	24	...	...	43	1,193,374	5	87,374	3	87,011	1	34	...	...	1	...	2	...	...	...	4	...	86	504,820	15	R. S. Marshall	1
2	...	...	...	...	...	...	2	...	...	...	4	3	...	...	...	...	...	...	...	...	...	...	...	...	...	Dr. George Vann	2
3	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. S. Long	3
4	...	1	...	...	1	8,500	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	2	...	...	Judson Snead	4
5	...	2	...	...	2	6,300	...	...	...	...	...	3	...	...	...	...	...	...	...	...	2	...	1	...	...	R. E. Souers	5
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	13,000	...	...	...	Ralph L. Motz	a
6	...	1	...	...	1	20,000	1	750	1	850	2	2	...	...	...	...	...	...	...	...	2	...	...	...	...	J. E. Carlson, Jr	6
7	...	...	...	...	...	...	1	...	...	...	...	1	...	...	1	300	...	...	...	...	1	12,000	2	300	1	Oscar A. Glaeser	7
8	3	5	...	...	8	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	2	...	2	365	3	D. A. Matthews	8
9	6	...	5	...	11	97,892	...	...	2	2,272	1	4	...	...	...	...	...	...	...	...	1	14,405	5	22,378	4	George Otis Hedger	9
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	Ike Leposky	10
11	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Chas. M. Reinoehl	11
12	...	6	...	...	6	105,000	1	3,500	...	...	1	1	...	...	...	...	...	...	...	...	...	...	11	10,000	5	William H. Vaughn	12
13	...	9	6	...	15	115,367	...	...	4	12,000	3	3	...	...	...	...	...	...	1	4,835	1	46,063	5	...	...	Jess W. Matthews	13
14	...	...	...	...	...	...	...	...	1	...	1	1	...	...	1	...	...	...	...	...	2	...	1	...	...	Mrs. Belle H. Wall	14
15	1	...	...	...	1	3,500	1	3,500	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	100	1	H. Lewis	15
16	4	...	...	...	4	567,857	1	1,600	...	...	4	5	2	36,055	...	...	...	...	...	...	1	36,055	8	63,465	...	George Sperbeck	16
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	75,000	...	...	...	...	...	...	...	Earl Fry	a
17	7	...	1	...	8	...	2	...	...	...	1	1	...	...	...	...	...	...	2	...	...	...	16	...	1	Claude C. Downing	17
18	...	1	...	...	1	17,100	...	...	1	6,512	...	...	...	...	...	...	...	...	...	...	1	31,798	4	6,255	1	L. E. Middleton	18
19	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Theron E. Palmer	19
20	...	5	...	...	5	15,210	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Alfred Ames	20
21	20	...	5	...	25	1,245,705	5	24,032	4	23,026	4	5	...	...	...	...	...	...	2	11,611	...	...	18	...	1	Charles W. Davis	21
22	2	1	...	...	3	146,766	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	8	...	1	Bertha R. Tierney	22
23	...	2	...	...	2	23,162	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	3	...	2	Mrs. Margaret Ax	23
24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	2	...	...	...	...	George F. Morse	24
25	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	2	...	...	B. L. McCue	25
26	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...	...	Thera Smith	26
27	...	2	...	...	2	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...	...	R. G. Mitchell	27
28	10	3	...	...	13	1,233,239	5	13,479	6	32,152	10	11	...	...	...	...	...	...	...	...	...	...	35	67,031	6	Raymond L. Quigley	28
29	...	9	4	...	13	136,206	1	13,641	...	...	5	5	...	...	...	...	...	...	...	...	1	17,379	19	...	1	Marion G. Sibley	29
30	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	B. F. Brown	30
31	5	...	...	...	5	52,985	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lionel De Silva	31
32	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	Charles R. Furr	32
33	...	...	...	...	69	7,047,025	15	...	30	...	13	17	2	...	1	...	1	...	1	...	1	...	20	...	...	Walter L. Scott	33
a	...	...	...	...	...	...	...	...	...	...	1	...	1	8,000,000	...	...	1	120,000	...	...	...	...	...	...	...	A. H. Adams	a
34	48	...	...	...	48	10,290,581	69	...	...	...	34	31	4	[1]0150,000	...	...	...	...	1	...	15	...	89	...	19	R. E. Hoyt	34
a	104	...	108	...	212	3,750,093	...	...	...	...	42	28	...	...	...	...	...	...	5	...	1	...	61	...	...	C. L. Glenn	a
b	...	...	...	...	...	...	...	...	...	...	...	2	...	...	1	...	2	...	...	...	...	...	28	...	...	J. J. Hassett	b
35	2	...	...	...	2	40,000	1	200,000	...	...	...	...	7	10,000,000	...	...	...	...	...	...	1	12,000	2	1,800	...	Virgil Dahl	35
36	...	...	...	...	...	...	...	...	...	...	...	...	1	500,000	...	...	...	...	...	...	...	...	2	15,000	...	Merritt J. Crandall	36
37	1	...	...	...	1	16,500	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	C. H. Wright	37
38	...	5	...	...	5	25,600	...	...	1	500	5	2	...	...	...	...	...	...	...	...	2	1,500	4	3,000	3	William Falger	38
39	1	...	...	...	1	[3]30,000	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	4	...	1	F. A. Dupar	3 9
40	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	81,000	...	...	...	Vancil E. Row	40
41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	Charles Grady	41
42	...	1	...	...	1	...	2	6,900	...	...	...	1	...	...	...	...	...	...	...	...	1	...	2	...	...	H. P. Requa	42
43	62	...	8	...	70	2,577,485	3	159,784	11	...	8	13	...	...	...	...	1	78,481	...	...	1	30,000	47	...	...	R. W. Robertson	43
44	...	4	...	...	4	...	...	...	...	...	1	1	...	...	1	...	...	...	...	...	1	...	7	...	...	Erwin D. Ames	44
45	5	1	1	...	7	102,066	...	...	1	...	2	4	...	...	...	...	...	...	...	...	...	...	7	2,500	...	Charles R. Clifford	45
46	13	1	7	...	21	[3]726,712	...	...	1	6,852	10	11	...	...	...	...	...	...	...	...	2	17,156	58	...	...	Cecil F. Martin	46
a	...	...	...	...	...	...	5	15,000	...	...	4	6	...	...	1	...	1	...	...	...	2	...	16	...	2	Gilbert L. Skutt	a
47	3	...	...	...	3	40,118	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	6	...	...	Telura Swim	47
48	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	3	...	1	George T. Oliver	48
49	...	2	...	...	2	13,500	...	...	1	...	2	2	...	...	...	...	...	...	...	...	...	...	4	...	...	C. F. Cutler	49
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	50,000	2	...	...	Charles B. Wall	a
50	...	...	...	1	1	11,440	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Enville C. Spaulding	50
51	...	3	...	...	3	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	11	...	2	W. T. Ferguson	51
52	...	...	...	...	...	...	...	...	...	...	...	...	2	150,000	...	...	...	...	...	...	...	...	...	...	...	D. L. Bundy	52
53	5	1	...	...	6	140,000	...	...	...	...	2	5	1	...	...	...	...	...	...	...	1	...	5	...	...	Ivan W. Hill	53
54	...	3	...	...	3	...	3	...	...	...	...	2	...	...	...	...	...	...	...	...	3	...	3	...	1	G. Albert Mills	54
55	6	...	...	1	7	130,000	9	75,000	21	150,000	...	11	...	...	2	80,000	1	20,000	...	...	1	62,699	15	46,320	3	J. B. Maloney	55
56	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Vincent Magbetti	56
57	...	1	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lewis E. Adams	57
58	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	2	...	...	William Holmes	58
59	11	...	1	...	12	997,580	7	...	8	...	...	5	1	...	...	...	...	...	...	...	...	...	16	...	1	W. A. Kearns	59
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	20,000	...	...	...	...	...	...	6	4,500	...	A. S. Hill	a
60	52	...	...	1	53	[4]4,870,898	22	...	6	7,825	1	15	...	...	...	...	...	...	...	...	2	33,233	54	...	...	Veda B. Young	60
a	...	...	...	...	...	...	...	...	...	...	3	17	2	...	...	...	3	373,878	...	...	1	70,244	69	...	...	B. P. Lamb	a
61	1	...	3	...	4	...	...	...	4	...	4	4	...	...	...	...	...	...	...	...	1	...	8	...	...	Walter Bachrodt	61
a	...	1	...	...	1	74,223	...	...	1	5,479	...	...	...	...	...	...	...	...	1	26,020	...	...	...	...	...	Hugh C. Coleman	a
62	2	1	2	...	5	68,857	...	...	...	...	...	1	...	...	...	...	...	...	...	...	2	10,800	2	2,400	...	Judson C. Doke	62
63	...	5	...	...	5	12,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. W. Wieman	63
64	5	3	4	...	12	174,159	...	...	7	...	...	5	2	...	...	...	...	...	...	...	...	...	10	...	...	W. H. Orion	64
a	...	...	...	...	...	...	1	...	...	...	...	2	1	...	...	...	...	...	1	...	...	...	6	...	2	John H. Hartfeld	a
65	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	Frank E. Dunne	65

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Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	No. of Women	No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Other Services	Total	Total	Source of Financial Support†	No. of City
	California—Cont.														
1	Santa Clara	6,302	Board of Education	1									300.00	M	1
2	Santa Cruz	14,395	Park Department											M	2
3	Santa Monica	37,146	School Board	9	7				122.00	2,441.00	146.60	2,587.60	2,709.60	M	3
			Commissioner of Finance	26	5	6			127,183.00			18,650.00	145,835.00	M	a
4	South Pasadena	13,730	Park Department and City Playground Commission	3	3				445.47	1,792.85		1,792.85	2,238.32	M	4
5	South San Francisco	6,193	School Board		1					225.00		225.00	225.00	M	5
6	Stockton	47,963	City Recreation Department	13	8	4	8		10,346.00	10,080.00	8,002.00	18,082.00	28,428.00	M	6
7	Taft	3,442	School District	4	1		4		140.13	897.00	72.00	969.00	1,109.13	M	7
8	Vallejo	14,476	School Department and Naval Y. M. C. A.	4	2								14,500.00	M&P	8
9	Ventura	11,693	Fire Department						3,000.00		700.00	700.00	3,700.00	M	9
10	Visalia	7,263	City of Visalia				6	700.00	800.00		1,000.00	1,000.00	2,500.00	M	10
11	Whittier	14,822	Recreation Commission	6	5								1,975.31	M	11
	Colorado														
12	Boulder	11,223	Board of Education	1	3								600.00	M	12
13	Colorado Springs	33,237	City of Colorado Springs and Park Commission		10				597.45	901.00	8,910.20	9,811.20	10,318.65	M	13
			Patty Stuart Jewett Memorial Field				1	3,599.83	3,559.49		18,783.04	18,783.04	25,942.36	M	a
14	Denver	287,861	Board of Education	35	30	1				10,000.00		10,000.00	10,000.00	M	14
			Parks Department					13,500.00	65,000.00			41,500.00	123,000.00	M	a
15	Fort Morgan	4,423	City of Fort Morgan	3	1		12			200.00	1,300.00	1,500.00	1,500.00	M	15
16	Grand Junction	10,247	Park and Recreation Department					1,894.11	3,921.13		8,394.97	8,394.97	14,210.21	M	16
17	Longmont	6,029	Park Board						7,000.00				7,000.00	M	17
18	Pueblo	50,096	Park Department											M	18
	Connecticut														
19	Branford[9]	7,000	Community Council, Inc.	1	1	1			1,731.67	1,612.17	168.52	1,780.69	3,512.36	P	19
20	Bridgeport	146,716	Board of Recreation	88	19	5			7,850.00	14,286.00	20,064.00	34,350.00	42,200.00	M	20
21	Bristol	28,451	Playground Commission	3	4					976.00	598.52	1,574.52	1,574.52	M	21
22	Darien	7,000	Recreation Commission		2					120.00		120.00	120.00	P	22
23	Derby	10,788	Playground Association	1	2		10		100.00	300.00		300.00	400.00	M	23
24	Fairfield	14,501	Park Department										1,000.00	M	24
25	Glastonbury	6,000	Board of Education and Williams Memorial Association	1					800.00	250.00	1,600.00	1,850.00	2,650.00	M&P	25
26	Greenwich	33,112	Recreation Board	33	20	3				15,468.22	2,305.73	17,773.95	17,773.95	M	26
27	Hamden	22,000	Recreation Commission	9	9			200.00	1,000.00	3,860.00		3,860.00	5,060.00	M	27
28	Hartford	164,072	Recreation Division, Park Department	32	11	8	70		4,880.00	30,000.00		30,000.00	34,880.00	M	28
29	Meriden	38,481	Recreation Commission	7	4			1,905.00	3,165.00	2,400.00	8,230.00	10,630.00	15,700.00	M	29
30	Middletown	24,554	Park and Playground Department	8	5			500.00	490.00	3,500.00	600.00	4,100.00	5,090.00	M	30
31	Milford	13,000	Recreation Council				16							M	31
32	Naugatuck	14,315	Board of Education and Community House	4		3								M	32
33	New Britain	68,128	Municipal Recreation Commission	10	11				1,160.00	2,200.00	660.00	2,860.00	4,020.00	M	33
34	New Canaan	6,000	School Board	1				50.00	5.00	200.00		200.00	255.00	P	34
35	New Haven	162,655	Public Recreation Commission	6	4	5		9,288.71	2,443.61	14,448.54	6,647.99	21,096.53	32,828.85	M&P	35
			Commission of Public Parks	1		1	52						[11]101,587.52	M	a
			Board of Education	15	39				464.60	6,320.38		6,320.38	6,784.98	M	b
36	New London	29,640	City of New London						490.00	2,000.00		2,000.00	2,490.00	M	36
37	Norwalk	36,019	Recreation Commission	7	6				605.16	2,654.53		2,654.53	3,259.69	M	37
38	Norwich	23,021	Recreation Commission	8	17				1,500.00	4,200.00	300.00	4,500.00	6,000.00	M	38
39	Salisbury	2,733	Recreation Committee	2		1	3			2,592.97		2,592.97	2,592.97	P	39
40	Seymour	7,000	Playground Association	1	1			400.00	150.00	400.00	30.00	430.00	980.00	M&P	40
41	Shelton	10,113	Playground Commission	2	2				300.00	700.00		700.00	1,000.00	M	41
42	South Manchester	22,000	Recreation Center	6	6	3			14,000.00		16,000.00	16,000.00	30,000.00	M	42
43	Stamford	46,346	Board of Public Recreation	27	26	4	6	259.00	4,531.44	15,422.75	3,267.00	18,689.75	23,480.19	M	43
44	Stratford	19,212	Town of Stratford and Sterling Park Trustees	4	2	2	50	121,000.00	3,000.00	2,475.00	1,700.00	4,175.00	128,175.00	M&P	44
45	Torrington	26,040	City Recreation Commission	3	5	1	34						3,976.00	M&P	45
46	Wallingford	11,170	Borough of Wallingford	2	1		3						853.01	M	46
47	Waterbury	99,902	Park Commission	17	31	3								M	47
48	West Hartford	24,991	Park Commission	3	2				650.00	270.00	500.00	770.00	1,420.00	M	48
49	West Haven	25,878	Park Commission		1			1,386.00	97.00	180.00	723.00	903.00	2,386.00	M	49
50	Westport	6,000	Supervising Committee Park and Athletic Field	1									2,175.00	M&P	50
51	Winsted	7,883	Playground Association		2				93.68	697.50	352.30	1,049.80	1,143.48	M&P	51
	Delaware														
52	Wilmington	106,597	Board of Park Commissioners	22	22	4			21,354.34			15,777.11	37,131.45	M	52
	Dist. of Columbia														
53	Washington	486,869	Department of Playgrounds	87	130	36		25,000.00	29,539.18	100,743.67	63,307.04	164,050.71	218,589.89	M	53
			Community Center Department, Public Schools	46	97	13	45		18,047.21			70,884.57	88,931.78	M	a
			Department of Public Buildings and Public Parks										38,000.00	M	b
	Florida														
54	Bartow	5,269	City of Bartow	1		1			1,158.17	760.00	2,656.00	3,416.00	4,574.17	M	54
55	Eustis	2,835	City Recreation Bureau		1				100.00	300.00		300.00	400.00	M	55
56	Fort Lauderdale	8,666	Department of Parks and Playgrounds and Harmon Playground Association	1	2	1	25	3,000.00	3,000.00	824.00	6,000.00	6,824.00	12,824.00	M	56
57	Fort Myers	9,082	Board of Public Recreation	3	1	4	2		3,878.68	1,520.54	2,318.76	3,839.30	7,717.98	M	57
			Golf Club						3,000.00	1,800.00	3,600.00	5,400.00	8,400.00	M	a
58	Jacksonville	129,549	Playground and Recreation Board	18	5	16	73	24,920.44	11,948.34	25,500.00	24,748.40	50,248.40	[12]87,117.18	M	58
59	Lakeland	18,554	Recreation Department	3	1	2	16	1,850.00	11,939.75	2,700.00	700.00	3,400.00	17,189.75	M	59
60	Lake Wales	3,401	Park Committee, City Council	2		1			12,000.00	2,500.00	500.00	3,000.00	15,000.00	M	60

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No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1									1																	Nadine Bollinger	1
2												1														S. A. Evans	2
3					5	80,240			1	1,503	1	4											3			A. R. Veenker	3
4	3	5			8	1,600,000	2		1			1	1		1		1						10			F. A. Helton	a
4		4			4	24,172	1	4,980				1											12			Glenn W. Garwood	4
5		1			1	10,400	1				1	1											2			Marian Cavassa	5
6	1	6	2		9	51,642					2	6	1	26,000	1	37,142					1	31,000	9	50,000	3	B. E. Swenson	6
7		1			1	8,612	2	4,226			1	1									1	3,169	4			Claude L. Walsh	7
8							2	5,000	2	2,000	2	2			1	5,000			1	1,000	1	1,000	6	2,000		Sabin W. Rich	8
9													1		1											H. A. Johnson	9
10									1		1	7											2			B. J. Pardee	10
11		5			5						1	1									1		6			Verne S. Landreth	11
12		1			1	10,350					1	6							1							W. V. Casey	12
13		6			6	40,170					1	1									1		12		1	Curtis Engle	13
a																	1										a
14		37			37	623,202	4				20	16									3		28		12	Willard N. Greim	14
a												38	3		2		2		1		4		65		3	A. W. Finley	a
15		2			2						1	1									1		2		1	Benjamin J. Siebel	15
16											2	4			1						1		4			Bruce Brownson	16
17											1	2	1		1						1					C. A. Gunning	17
18												3					1						2			Oscar Ikenberry	18
19		3			3	2,182	1	18,606			1	1	3										3			Harry C. Brazeau	19
20		10			10	133,129			8	11,670	1	11	1	111,241	1	23,532	1	43,629					23	74,452		R. A. Leckie	20
21		5			5						2	7	1													A. C. Hitchcock	21
22		2			2	1,133																	2			Mrs. W. D. Macdonald	22
23		1			1	4,000						1														George W. Anger	23
24													1													Frederick A. Burr	24
25							1				1	1											2			Francis S. Knox	25
26		6		5	11	175,267	2	1,368	7	7,831		12											5	10,111		David S. Switzer	26
27		9			9	85,500					1	2														John H. Flanagan	27
28	4	16		6	26	1,562,409	4		10		6	32	1				2				2		34		2	James H. Dillon	28
29		4			4	[10]10,000					2	3	2		1	30,000					1		5			Oscar L. Dossin	29
30		8			8						1	2	1	2,400									4	600		P. M. Kidney	30
31													1													Richard S. Burnap	31
32		1			1	10,000	1	40,000			1	5			1	500			1				5	4,000		H. E. Chittenden	32
33		8			8	140,000			14		1	7					1				3		9		1	John J. Smithwick	33
34		1			1						1	1													1	Edward Lindgren	34
35		9			9	33,066	2	25,317	4	26,047																E. L. Manning	35
a											4	22	3	158,423			1	92,290					25	11,000		Harold Doheny	a
b	18		32		50	[12]177,003			14		1															Henry J. Schnelle	b
36											1	2	3													William A. Holt	36
37		6			6	45,993																				William M. Grimshaw	37
38		10			10	76,000					2	6											4			Matthew J. Sheriden	38
39	2				2				3	1,750	1	1														Wilbert R. Hemmerly	39
40		2			2	30,000					1	1									1					F. B. Towle	40
41		2			2							1													1	George W. Anger	41
42		3			3	125,000	2	250,000			3	4	1						1		1		4			Frank C. Busch	42
43	6	2			8	176,439	1	9,306	9	37,603		5	2		1								8		4	Edward J. Hunt	43
44	1				1	15,000	1				7	4	2	12,000									5	3,600	1	Donald S. Sammis and Sterling H. Bunnell	44
45		2			2	70,000	1	11,016	5	5,100		1	1												1	Rose K. Eagan	45
46		3			3						2	2	1								1		3			William B. Hall	46
47		11			11		3		3		1	8	1		1	15,400					2		18		2	Irving W. Harrison	47
48		1			1	23,000						1									1		9		1	H. J. Salmonsen	48
49		1			1						1	3	2										6	6,187		Walter N. Scranton	49
50				1	1	34,780					1	1			1								6			Thomas H. Leonard	50
51		1			1		1					1									1				1	Edith N. C. Wolf	51
52		20			20	408,496	1	38,988	3	48,834	1	18									5	234,190	21	20,000	2	Edward R. Mack	52
53	31	43		12	86	4,432,342			1	30,017	8	8									5		37		7	Maude N. Parker	53
a									35	443,709	2	2							2				6			Mrs. Elizabeth K. Peeples	a
b											2	27			9	405,276					3	84,269	77	307,699	1	Col. U. S. Grant, 3rd	b
54															1	7,111							1			C. S. James	54
55				1	1	[7]10,000	1																1			Mrs. M. M. Dibble	55
56		5			5	10,000					1		1								1		3			J. K. Huey and Mrs. Frank Stranahan	56
57		1	1		2		1	4,000													1	5,623	2	5,000	1	Mrs. Elizabeth W. Page	57
a																	1									Terry Dolson	a
58	11				11	565,963	2	29,150	7	10,303	1	8							2	53,402			26	52,560		Joseph E. Byrnes	58
59	5				5	16,000	2	39,000			1	1	1	1,500			1	18,720					6	29,000		W. W. Alderman	59
60											1	1	1				1						4		1	Miss E. D. Quaintance	60

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Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Florida—Cont.													
1	Miami	110,637	Division of Recreation Department of Public Welfare	8	1	2	....	5,000.00	5,000.00	5,580.00	1,200.00	6,780.00	16,780.00	M	1
			Department of Public Service	....	....	....	....	....	10,399.82	2,160.00	15,283.92	17,443.92	27,843.74	M	a
2	Miami Beach	6,494	Recreation Department	2	2	3	....	....	11,225.00	9,300.00	....	9,300.00	20,525.00	M	2
3	Mount Dora	1,613	Recreation Bureau, Chamber of Commerce	....	....	....	1	....	400.00	....	....	....	400.00	M	3
4	New Smyrna	4,149	City Commission	1	....	....	....	....	1,624.04	437.50	1,431.65	1,869.15	3,493.19	M	4
5	Orlando	27,330	Recreation Department	1	15	1	20	671.96	2,896 04	2,401 30	1,965.80	4,367.10	7,935.10	M	5
6	Palatka	6,500	City of Palatka	2	....	....	....	....	....	....	....	....	....	M	6
7	River Junction	5,624	Town Council	....	....	....	....	....	226.00	....	160.00	160.00	386.00	M	7
8	St. Petersburg	40,425	Recreation Bureau	6	5	6	40	....	[13]69,191.00	14,000.00	16,191.00	30,191.00	99,382.00	M	8
9	Sanford	10,100	City of Sanford	....	....	....	....	....	....	....	....	....	....	M	9
10	Sarasota	8,398	Department of Public Recreatioo	12	....	....	....	....	4,815.00	1,620.00	2,600.00	4,220.00	9,035.00	M	10
11	Tampa	101,161	Board of Public Recreation	16	12	18	10	800.00	21,685.51	....	....	30,910.59	53,396.10	M	11
12	West Palm Beach	26,610	City Recreation Department	2	2	2	....	....	....	3,000.00	600.00	3,600.00	[14]3,600.00	M	12
13	Winter Haven	7,130	Recreation Department	2	....	....	4	....	....	800.00	....	800.00	800.00	M	13
	Georgia														
14	Athens	18,192	Recreation Steering Committee	1	....	....	8	....	75.00	500.00	24.00	524.00	599.00	P	14
			Colored Community Association[17]	....	....	....	14	....	20.00	....	254.15	254.15	274.15	P	a
15	Atlanta	270,366	Department nf Parks	....	3	....	93	....	....	....	....	....	66,814.95	M	15
16	Augusta	60,342	Parks and Trees Department of City Council	....	3	3	....	....	2,300.00	2,700.00	....	2,700.00	5,000.00	M	16
17	Columbus	43,131	Department nf Parks and Recreation	1	6	1	....	2,181.65	525.89	2,021.66	....	2,021.66	4,729.20	M	17
18	Dublin	6,681	Parks Committee, City Council	....	....	....	....	....	....	....	....	....	217.04	M	18
19	Elberton	4,650	Recreation Committee, Chamber of Commerce and Woman's Club	1	....	....	12	....	....	225.00	....	225.00	225.00	P	19
20	Fitzgerald	6,412	Y. M. C. A.	1	1	....	....	50.00	15.00	175.00	15.00	190.00	255.00	P	20
21	Gainesville	8,624	City Park and Recreatioo Board	4	....	....	....	....	....	....	....	....	3,500.00	M	21
22	Macon	53,829	Playground and Recreation Association	1	12	10	....	....	1,700.00	7,880.00	1,360.00	9,240.00	10,940.00	M	22
23	Savannah	85,024	Recreation Commission	4	24	2	....	....	1,196.10	8,556.99	863.10	9,420.09	10,616.19	M	23
			Bacon Park Commission	....	....	....	....	....	2,500.00	....	....	7,200.00	9,700.00	M	a
24	Thomaston	4,922	Kiwanis Club	....	....	....	20	....	25.00	....	....	....	25.00	P	24
	Idaho														
25	Burley	3,826	Bnard nf Education	....	....	....	....	....	250.00	....	....	....	250.00	M	25
26	Glenns Ferry	1,300	School Board	3	....	....	....	....	100.00	225.00	....	225.00	325.00	M	26
27	Nampa	8,206	Park Commission	....	....	....	....	....	....	....	....	....	....	M	27
28	Wallace	3,634	City Council	1	....	....	....	....	131.57	200.00	....	200.00	331.57	M	28
	Illinois														
29	Alton	30,151	Playground and Recreation Commission	11	9	2	5	2,478.48	5,837.46	5,362.14	4,884.12	10,246.26	18,562.20	M&P	29
30	Aurora	46,589	Playground Department	....	16	1	1	....	14,062.00	3,755.00	1,800.00	5,555.00	19,617.00	M	30
31	Berwyn	47,027	Playground and Recreation Commission	15	16	2	....	1,622.32	2,762.00	5,538.38	1,231.00	6,769.38	11,153.70	M	31
32	Bloomington	30,930	Fell Avenue Community Playground Committee	1	1	....	....	....	50.00	350.00	....	350.00	400.00	P	32
33	Cairo	13,532	Park Commission	....	....	....	2	....	200.00	....	....	....	200.00	M	33
34	Calumet City	12,298	Memorial Park District	3	....	3	35	....	....	....	....	....	....	M	34
35	Canton	11,718	Park District	2	1	....	2	1,500.00	3,000.00	....	....	4,000.00	8,500.00	M	35
36	Centralia	12,583	Recreation Department	16	20	1	39	....	1,083.99	3,300.00	....	3,300.00	4,383.99	M	36
37	Chicago	3,376,438	Bur. of Parks, Recreation and Aviation	34	17	51	....	35,070.00	55,265.00	217,979.00	73,147.00	291,126.00	381,461.00	M	37
			South Park Commissioners	47	25	59	....	....	....	....	....	....	466,000.00	M	a
			West Chicago Park Commissioners	119	75	84	....	....	44,472.50	....	....	360,468.25	404,940.75	M	b
			Bur. of Recreation, Board of Education	75	90	130	....	207,036.00	36,450.00	303,204.00	117,326.00	420,530.00	664,016.00	M	c
			Calumet Park District	11	2	....	....	....	244.00	2,092.50	....	2,092.50	2,336.50	M	d
			Old Portage Park District	2	2	1	....	....	1,745.36	2,100.00	5,836.86	7,936.86	9,682.22	M	e
			River Park District	....	....	....	....	....	....	....	....	....	....	M	f
38	Chicago Heights	22,321	Park District	1	....	....	....	....	1,620.59	2,610.00	3,074.82	5,684.82	7,305.41	M	38
39	Cicero	66,602	Clyde Park District Commission	1	14	....	....	....	32,000.00	....	....	29,000.00	61,000.00	M	39
40	East Dundee	1,341	Playground Committee	1	....	....	12	....	....	100.00	....	100.00	100.00	P	40
41	East St. Louis	74,347	Park District	11	13	4	....	100,000.00	5,000.00	3,500.00	5,000.00	8,500.00	113,500.00	M	41
42	Edwardsville	6,235	Park & Playground Board & School Board	1	1	....	....	....	....	....	....	....	5,450.00	M	42
43	Elgin	35,929	City Council	12	2	....	....	303.00	200.00	3,000.00	3,500.00	6,500.00	7,000.00	M	43
44	Evanston	63,338	Bureau of Recreation	31	37	6	....	....	1,660.00	16,410.95	3,024.05	19,435.00	21,095.00	M	44
			Board of Education	2	3	....	....	....	....	....	....	....	1,000.00	M	a
45	Freeport	22,045	Park Board	....	....	....	....	....	....	....	....	....	2,500.00	M	45
46	Galesburg	28,830	Park System	....	....	....	....	....	5,776.45	....	350.00	350.00	6,126.45	M	46
47	Glencoe	6,295	Municipal Playground Committee	....	....	....	....	....	9,247.00	....	13,201.00	13,201.00	22,448.00	M	47
48	Harvey	16,374	Recreation Committee	1	....	....	....	....	....	....	....	....	7,000.00	M	48
49	Highland Park	12,203	East Park Board and Community Service, Inc.	7	4	....	....	....	....	....	....	....	5,000.00	M&P	49
50	Jacksonville	17,747	Park Board	7	1	1	....	1,093.00	5,467.00	3,918.00	4,907.00	8,825.00	15,385.00	M	50
			Y. M. C. A.	1	....	....	4	....	100.00	500.00	....	500.00	600.00	P	a
51	Joliet	42,993	Bureau of Recreation	1	....	1	18	....	475.00	2,800.00	27,500.00	30,300.00	30,775.00	M	51
52	Kankakee	20,620	Board of Park Commissioners	....	....	....	....	....	....	....	....	....	....	M	52
53	Kewanee	17,093	Park District	1	4	....	1	11,000.00	1,500.00	2,500.00	....	2,500.00	15,000.00	M&P	53
54	Lake Forest	6,554	Park Board	2	3	....	25	....	4,000.00	3,000.00	11,000.00	14,000.00	18,000.00	M	54
55	La Salle, Peru and Oglesby	26,180	La Salle-Peru Township High School Board	13	6	1	3	800.00	2,800.00	4,000.00	1,800.00	5,800.00	9,400.00	M	55
56	Maywood	25,829	Playground and Recreation Board	3	4	1	4	1,002.66	1,426.74	2,951.96	....	2,951.96	5,381.36	M	56
57	Moline	32,236	City of Moline	5	8	....	....	1,400.00	500.00	1,300.00	....	1,300.00	3,200.00	M	57
58	Oak Park	63,982	Playground Board	6	12	8	....	21,047.12	8,765.17	14,509.05	13,409.50	27,918.55	57,730.84	M	58
59	Park Ridge	10,417	Park District	6	....	....	....	....	200.00	1,800.00	....	1,800.00	2,000.00	M	59
60	Peoria	104,969	Recreation Commission	5	33	....	1	....	500.00	5,500.00	....	5,500.00	6,000.00	M	60
			Pleasure Driveway and Park District	6	6	....	....	....	7,500.00	11,000.00	....	11,000.00	18,500.00	M	a
61	Peru	9,121	City of Peru	3	....	....	....	....	....	....	....	....	1,500.00	M	61
62	Quincy	39,241	City of Quincy	....	....	....	....	....	....	....	....	....	....	M	62
63	River Forest	8,829	Playground and Recreation Board	5	1	1	....	....	4,143.31	6,734.48	....	6,734.48	10,877.79	M	63

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	2	1	3	1	7	150,000	...	...	...	...	2	10	...	...	...	...	...	...	...	...	...	...	18	50,000	...	E. E. Seiler	1
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	24,700	...	...	...	...	...	...	...	William Sydow	a
2	3	...	...	...	3	...	4	4,800	...	...	1	1	6	426,782	...	...	1	35,671	...	...	...	...	10	17,346	...	J. B. Lemon	2
3	...	...	...	...	...	...	...	...	...	...	1	1	2	...	...	...	...	...	...	...	...	...	2	...	...	Laura Neville	3
4	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	2	...	...	M. L. Fuller	4
5	...	1	...	...	1	6,000	1	3,088	...	...	...	2	1	12,000	...	...	...	...	...	...	...	...	9	14,397	...	C. L. Varner	5
6	...	...	...	...	...	...	2	...	...	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...	...	Gerald D. Bogue	6
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2,500	...	...	...	J. C. Pope	7
8	...	4	...	...	4	40,453	11	...	...	...	...	2	1	196,000	...	...	...	...	1	19,871	...	...	11	26,886	...	P. V. Gahan	8
9	...	...	...	...	...	...	...	...	...	...	1	4	...	...	...	...	1	...	...	...	...	...	3	...	...	James Moughton	9
10	1	...	...	...	1	12,000	3	...	...	...	...	1	...	...	...	...	1	10,151	...	...	...	...	6	3,000	...	J. E. Richards	10
11	13	4	...	...	17	981,355	3	25,000	...	...	1	9	...	...	1	...	...	...	...	...	...	...	14	...	...	L. A. Cunningham	11
12	5	...	1	...	6	...	6	...	...	...	...	3	1	...	...	...	...	...	3	...	...	...	5	...	...	J. O. Minnis	12
13	...	1	...	...	1	20,000	...	...	...	...	...	2	1	2	25,000	...	...	...	...	...	...	...	...	...	...	D. W. Sinclair	13
14	...	4	...	...	4	18,000	2	6,000	1	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. C. A. Ver Nooy	14
a	...	1	...	...	1	8,125	1	700	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	75	...	Mrs. E. D. Byrd	a
15	...	17	...	...	17	100,000	...	...	...	...	...	14	...	...	4	139,688	...	...	...	...	6	350,000	69	...	...	George I. Simons	15
16	3	...	...	...	3	256,533	...	...	...	...	3	4	1	...	...	...	...	...	...	...	...	...	12	...	4	Dorothy Sullivan and Effie Brewer	16
17	...	...	...	...	5	104,260	...	...	1	15,000	1	4	...	...	...	...	...	...	...	...	...	...	1	100	...	Edwina Wood	17
18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	3	...	...	M. A. Rogers	18
19	...	3	...	...	3	14,720	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	200	2	...	1	Mrs. W. H. Paine	19
20	...	1	...	...	1	6,790	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	...	1	Mrs. E. A. Russell	20
21	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	1	...	2	...	...	Mrs. Sidney Smith	21
22	10	2	...	...	12	275,828	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	7	...	4	Mrs. Wilma E. Beggs	22
23	10	...	5	...	15	454,067	...	...	2	17,900	...	3	...	...	...	...	...	...	...	...	...	...	4	...	...	H. S. Bounds	23
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	H. S. Bounds	a
24	...	1	...	...	1	7,644	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	A. J. Nitzschke	24
25	...	...	...	...	...	...	...	...	1	700	1	1	...	...	...	...	...	...	...	...	...	...	2	...	...	George E. Denman	25
26	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	2	...	...	Milton D. Snodgrass	26
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	F. Kuehn, Jr.	27
28	...	2	...	...	2	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	...	C. A. Magnuson	28
29	8	...	...	...	8	130,872	1	...	2	...	...	3	...	...	1	15,273	...	...	...	...	...	...	8	4,343	1	H. Ray Myers	29
30	...	6	...	...	6	...	...	...	1	1,000	...	1	...	...	...	...	...	...	...	...	5	...	2	...	2	Jean E. Mored	30
31	...	9	...	1	10	62,472	...	...	...	...	1	5	...	...	...	...	...	...	...	...	...	...	3	...	...	Edward Sordelet	31
32	...	1	...	...	1	...	2	275	...	...	1	1	...	...	1	...	...	...	...	...	...	...	1	...	...	F. R. Sack	32
33	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	6	...	...	Rev. C. R. Dunlap	33
34	2	...	...	...	2	90,000	1	30,000	1	21,000	1	4	...	...	...	...	1	25,000	...	...	2	125,000	6	6,000	1	Edward Fedosky	34
35	...	...	...	...	...	...	...	...	...	...	2	3	...	...	...	...	...	...	...	...	1	...	4	...	1	Frederic A. Perkins	35
36	...	6	...	...	6	36,862	2	20,547	...	...	4	6	1	8,564	...	...	...	...	...	...	...	...	6	3,126	1	Edgar A. Drake	36
37	35	...	...	...	35	5,226,713	4	...	...	...	11	16	3	10,155,800	...	...	...	...	3	902,025	...	...	40	...	10	Theodore A. Gross	37
a	...	24	...	...	24	[10]1743234	18	7,550,265	...	...	25	85	4	542,305	1	63,370	2	166,178	...	...	15	1,013,682	350	329,325	21	V. K. Brown	a
b	18	2	...	...	20	[15]13650680	18	...	...	...	16	13	...	...	2	93,246	...	...	2	147,822	14	1,238,860	153	251,020	16	William J. H. Schultz	b
c	65	...	...	...	65	7,964,947	...	...	...	...	6	11	...	...	...	...	...	...	...	...	...	...	4	...	...	Herman J. Fischer	c
d	...	2	...	...	2	22,392	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	3	...	...	William H. German	d
e	...	4	...	...	4	55,300	...	...	1	79,650	4	3	1	...	3	...	...	...	1	...	1	128,000	18	...	1	Michael J. Marinelio	e
f	...	...	...	...	...	...	...	...	...	...	5	5	...	...	...	...	...	...	...	...	1	...	13	...	1	Dorothy E. Johnson	f
38	...	3	...	...	3	...	3	...	...	...	3	1	...	...	...	...	...	...	...	...	...	...	2	...	2	Homer Abbott	38
39	...	8	...	...	8	240,026	4	87,431	...	...	...	...	...	...	...	...	...	...	...	...	2	209,086	13	10,272	3	Edward J. Pacl	39
40	...	1	...	...	1	24,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Harry Wendt	40
41	3	5	...	...	8	525,000	...	...	...	...	2	9	2	208,750	...	...	...	...	1	7,100	...	...	14	52,100	3	Emmett P. Griffin	41
42	...	2	2	...	4	...	2	16,000	2	10,500	2	2	...	...	...	...	...	...	...	...	...	...	5	1,200	1	Charles E. Gueltig	42
43	...	2	...	...	2	42,000	1	4,000	...	...	2	2	...	...	1	...	...	...	...	...	1	...	8	...	...	Milton A. Grow	43
44	2	8	...	...	10	263,567	3	132,612	11	7,210	...	4	7	760,030	...	...	...	...	...	...	...	...	14	...	...	C. T. Byrnes	44
a	...	5	...	...	5	...	...	...	5	...	3	3	...	...	...	...	...	...	...	...	...	...	1	...	...	F. W. Nichols	a
45	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	8	...	...	A. F. Stanley	45
46	...	...	...	...	...	...	...	...	...	...	...	7	1	...	...	...	1	...	...	...	...	...	2	...	2	D. C. Bunker	46
47	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	29,364	...	...	...	...	...	...	...	J. A. Williams	47
48	9	...	...	...	9	...	...	...	2	...	3	3	...	...	...	...	...	...	1	...	1	...	5	...	1	Harris Daote	48
49	...	5	...	...	5	29,000	1	2,974	...	...	5	9	4	11,000	1	...	...	...	...	...	...	...	7	1,200	1	George Scheuchenpflug	49
50	3	5	...	...	8	50,000	3	25,000	...	...	1	...	...	...	1	20,000	...	...	...	...	1	20,000	2	1,000	1	T. W. Beadle	50
a	...	...	...	...	...	...	...	...	1	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	A. D. Herman	a
51	...	...	...	...	...	...	...	...	5	14,300	1	7	...	...	1	...	2	[16]60,000	...	...	1	22,000	21	14,000	1	P. H. Slocum	51
52	...	...	...	...	...	...	...	...	...	...	...	2	1	...	...	...	...	...	...	...	1	...	3	...	...	Charles D. Henry, Jr.	52
53	...	3	...	...	3	24,150	...	...	...	...	...	1	...	...	1	30,000	...	...	...	...	1	60,000	...	...	2	Bennett E. Rose	53
54	...	3	...	...	3	50,000	...	...	...	...	...	4	1	...	...	...	1	...	...	...	...	...	6	...	...	R. H. Peters	54
55	...	1	...	...	1	57,600	...	...	1	98,900	1	1	...	...	...	...	...	...	1	...	1	23,500	3	...	...	Howard Fellows	55
56	8	5	...	2	15	93,507	...	...	5	17,122	...	2	...	...	...	...	...	...	...	...	...	...	8	...	...	W. Claudius Collissi	56
57	...	5	...	...	5	27,500	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	12	...	2	Frances E. Vance	57
58	5	...	...	...	5	820,940	5	410,375	...	...	5	1	...	...	...	...	...	...	...	...	5	18,764	9	...	...	Josephine Blackstock	58
59	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	1	...	4	...	1	R. L. Baird	59
60	...	2	...	...	2	11,000	...	...	7	43,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Walter B. Martin	60
a	...	5	...	...	5	7,200	...	...	...	...	4	4	...	...	...	...	2	...	...	...	2	...	17	...	2	E. L. Peterson	a
61	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	3	...	...	William Wagner	61
62	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	1	Marvin W. Krieger	62
63	...	3	...	...	3	146,503	1	...	...	...	1	3	...	...	...	...	...	...	...	...	...	...	6	...	...	William C. Ladwig	63

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total		
										For Leadership	Other Services			
	Illinois—Cont.													
1	Rockford	85,864	Park District	4	5				5,605.77			3,549.68	9,155.45	M	1
			Booker Washington Center[17]		1	1	18		600.00	1,200.00	200.00	1,400.00	2,000.00	P	a
2	Rock Island	37,953	Playground and Recreation Commission	22	5	1	12		1,464.31	4,245.20	472.24	4,717.44	6,181.75	M	2
3	Rushville	2,388	Park Board	5	2				1,000.00	3,000.00	3,000.00	6,000.00	7,000.00	M&P	3
4	St. Charles	5,377	Henry Rockwell Baker Memorial Community Center	2			8		4,730.83	1,500.00	3,711.25	5,211.25	9,942.08	P	4
			Park Commission											M	a
5	Silvis	2,650	Recreation Commission	1	2				125.00	255.00	120.00	375.00	500.00	M	5
6	Springfield	71,864	Playground and Recreation Commission	72	57	4						18,375.00	24,500.00	M	6
7	Sullivan	2,339	City of Sullivan						500.00				[18]500.00	M	7
8	Sycamore	4,021	Park Board	3	1			1,307.00	4,875.00	950.00	3,690.00	4,640.00	10,822.00	M	8
			Community Center Association	2		1			3,000.00	2,600.00	600.00	3,200.00	6,200.00	P	a
9	Urbana	13,060	Park District	8	2				500.00	1,200.00	2,500.00	3,700.00	4,200.00	M	9
10	Waukegan	33,499	Playground and Recreation Board	11	5				559.00	360.00	3,060.00	3,420.00	3,979.00	M	10
11	Wheaton	7,258	Park District	5	1				1,900.00		2,600.00	2,600.00	4,500.00	M	11
12	Wilmette	15,233	Playground and Recreation Board	6	5	4	6	141.17	3,131.32	10,242.40	132.65	10,375.05	13,647.54	M&P	12
13	Winnebago County[19]	117,373	Winnebago County Forest Preserve District	3				1,376.80	475.86	650.00	3,458.20	4,108.20	5,960.86	C	13
	Indiana														
14	Anderson	39,804	Recreation Department, Park Board	3	9			17,322.00	250.00	3,000.00		3,000.00	20,572.00	M	14
15	Bedford	13,208	Recreation Commission	3	7			282.21	449.07	1,902.20	290.75	2,192.95	2,924.23	M	15
16	Bloomington	18,227	City Park Board										6,500.00	M	16
17	Brazil	8,744	Y. M. C. A. and City Recreation Board	1	2		10		75.00	300.00		300.00	375.00	M	17
18	Clinton	7,936	Park Department	1						957.70	272.93	1,230.63	1,230.63	M	18
19	Columbus	9,935	Recreation Commission	13	5	1	6	269.04	1,416.07	3,806.25	360.00	4,166.25	5,851.36	M&P	19
20	East Chicago	54,784	Department of Community Recreation	46	28	2							10,494.00	M	20
21	Elkhart	32,949	Board of Public Works	1	1								500.00	M	21
22	Evansville	102,249	Municipal Recreation Department	42	21	2			3,500.00	15,100.00	11,500.00	26,600.00	30,100.00	M	22
23	Fort Wayne	114,946	Board of Park Commissioners	19	33			2,336.65	2,768.08	9,803.46	4,530.04	14,333.50	19,438.23	M	23
			The Wheatley Social Center[17]	4	3	3		1,000.00	1,400.00	4,100.00	300.00	4,400.00	6,800.00	P	a
24	Gary	100,426	Board of Park Commissioners											M	24
25	Indianapolis	364,161	Recreation Department	125	85	35			32,308.62	51,827.28	62,274.54	114,101.82	146,410.44	M	25
26	Jeffersonville	11,946	Recreation Commission	3	3			360.00		1,100.00		1,100.00	1,460.00	M	26
27	Kendallville	5,439	City Council	3					300.00			2,250.00	2,550.00	M	27
28	Kokomo	32,843	Park Board											M	28
29	La Porte	15,755	Board of Education	3	9					2,250.00		2,250.00	2,250.00	M	29
			Civic Auditorium Advisory Board	1		1	3		5,380.32	3,200.00	4,691.17	7,891.17	13,280.49	M&P	a
30	Marion	24,496	Park Board											M	30
31	Michigan City	26,735	Board of Education				1		50.00				50.00	M	31
32	Muncie	46,548	Board of Park Commissioners	5	1			7,000.00	250.00	1,000.00		1,000.00	8,250.00	M&P	32
33	New Albany	25,819	City Board of Recreation	8	7			325.80	1,657.73	2,184.75		2,184.75	4,168.28	M	33
34	New Castle	14,027	City of New Castle		2					180.00		180.00	180.00	M	34
35	Pendleton	1,538	Town of Pendleton				1							M	35
36	Peru	12,730	Y. M. C. A. and Park Board	2	1			1,500.00	2,000.00		5,000.00	5,000.00	[20]8,500.00	M	36
37	Plymouth	5,290	City Council	1					500.00			300.00	800.00	M	37
38	Richmond	32,493	Board of School Trustees	8	6				283.05	1,996.00		1,996.00	2,276.05	M	38
			Townsend Community Center[17]	1	2	1		300.00	1,462.40	2,090.50	451.30	2,541.80	4,304.20	P	a
39	Seymour	7,508	School Board	1					25.00	200.00		200.00	225.00	M	39
			Park Board											M	a
40	South Bend	104,193	School Board and Park Board	16	5									M	40
41	Speed	600	Recreation and Welfare Department, Louisville Cement Corporation	1	2	2								P	41
42	Tell City	4,873	Playground Committee		1		12		50.00	175.00		175.00	225.00	M&P	42
43	Terre Haute	62,810	Park Department	7	5		1		450.00			550.00	1,000.00	M	43
44	Vincennes	17,564	Board of Education		4					328.74		328.74	328.74	M&P	44
45	Wabash	8,840	Community Service	1				560.00	1,985.00	1,200.00	1,485.00	2,685.00	5,230.00	M&P	45
46	Whiting	10,880	Community Service and Community Memorial Building	8	5	3	36		10,000.00	8,800.00	12,700.00	21,500.00	31,500.00	M&P	46
	Iowa														
47	Algona	3,985	Park Department	1	1				2,500.00			600.00	3,100.00	M	47
48	Ames	10,261	Playground Committee, Junior Chamber of Commerce	3	2				46.00	700.00		700.00	746.00	M&P	48
49	Cedar Falls	7,362	Board of Education		1					50.00		50.00	50.00	M	49
			Board of Park Commissioners										7,000.00	M	a
50	Cedar Rapids	56,097	Recreation Commission	36	25	2	230	2,000.00	3,100.00	7,300.00	1,200.00	8,500.00	13,600.00	M	50
			Park Commissioner					1,000.00	800.00		7,000.00	7,000.00	8,800.00	M	a
51	Corydon	1,768	Park Commission										1,050.00	M&P	51
52	Council Bluffs	42,048	Board of Education	3	26		13						7,804.58	M	52
			Board of Park Commissioners	2	1			6,000.00	3,900.00	1,200.00	5,500.00	6,700.00	16,600.00	M	a
53	Creston	8,615	Park Commission	1			2	800.00	400.00	300.00	1,100.00	1,400.00	2,600.00	M	53
54	Davenport	60,751	Recreation Commission	7	10				3,845.00	5,065.00	5,090.00	10,155.00	14,000.00	M	54
			Board of Park Commissioners					3,775.33	8,769.65		12,111.60	12,111.60	24,656.58	M	a
55	Denison	3,905	City of Denison								190.00	190.00	190.00	M	55
56	Des Moines	142,559	Playground and Recreation Commission	25	35	2				16,180.00	3,820.00	20,000.00	20,000.00	M	56
			Park Board										31,604.72	M	a
57	Dubuque	41,679	Recreation Commission	20	12	1	6		3,000.00	6,500.00	800.00	7,300.00	10,300.00	M	57
58	Epworth	500	Parent Teacher Association				10							P	58
59	Estherville	4,940	City Council	2									1,550.00	M	59
			Forum Club										1,000.00	M	60
60	Fairfield	6,619	Board of Education	1						300.00		300.00	300.00	M	a
			Grinnell College	1			1	300.00		300.00		300.00	600.00	P	61
61	Grinnell	4,949	Social Service League		1				2,200.00	150.00		150.00	2,350.00	P	a
62	Keokuk	15,106	Friendly House Community Centre	2	1	1	9		728.50	2,271.50		2,271.50	3,000.00	P	62
63	Marion	4,348	Marion Post 298, American Legion	5	1		3		350.00	420.00	600.00	1,020.00	1,370.00	P	63
64	Mason City	23,304	Y. W. C. A.[2]		1		3							P	64

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RECREATION STATISTICS FOR 1932

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	...	8	...	...	8	239,794	...	...	...	...	1	16	...	...	1	...	2	...	...	...	2	...	45	...	10	H. E. Folgate	1
a	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lola Robinson	a
2	...	3	...	...	3	68,958	...	...	4	...	1	2	...	...	...	...	...	...	...	...	...	...	19	...	3	M. H. Hodge	2
3	...	1	...	...	1	...	1	...	1	...	...	1	...	...	1	1,450	...	...	...	...	1	15,000	3	270	...	George L. Baird	3
4	...	...	...	...	...	...	1	77,094	...	...	...	...	...	...	...	...	...	...	1	15,083	...	...	...	...	...	Robert F. Munn	4
a	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	1	...	...	Bert Turner	a
5	...	1	...	...	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	3	...	1	Edythe Parsons	5
6	...	24	3	...	27	201,407	...	...	3	...	8	9	...	...	2	43,260	1	34,951	4	...	1	19,585	40	21,200	...	John E. MacWherter	6
7	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	1	...	...	...	...	J. E. Martin	7
8	...	1	...	...	1	60,000	...	...	...	...	...	1	...	...	...	...	1	6,000	...	...	1	3,000	2	100	...	S. M. Henderson	8
a	...	...	...	...	...	...	1	9,000	...	...	...	...	...	...	...	...	...	...	1	1,500	...	...	2	...	...	Carl H. Schmitt	a
9	...	2	...	...	2	100,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	W. C. Noel	9
10	...	10	...	...	10	273,000	...	...	...	...	2	12	2	326,980	...	...	...	...	...	...	...	...	12	...	1	A. G. Groseche	10
11	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	29,000	5	500	...	J. L. D. Langen	11
12	...	2	...	...	2	30,400	...	...	2	21,727	1	4	...	...	...	...	...	...	...	...	...	...	2	10,315	1	Daniel M. Davis	12
13	...	...	...	...	...	...	...	...	...	...	...	10	7	...	...	...	1	...	...	...	...	...	...	...	2	T. G. Lindquist	13
14	...	10	...	...	10	235,000	...	...	...	...	2	9	...	...	...	...	1	16,769	...	...	1	25,021	3	...	...	Marie West	14
15	...	4	...	...	4	22,659	...	...	...	...	4	...	...	...	...	...	...	...	...	...	1	...	...	...	1	James J. Crossett	15
16	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...	1	Fred J. Prow	16
17	...	1	...	...	1	15,000	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	500	1	E. A. Brunoehler	17
18	...	2	...	...	2	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	4	...	...	Belle Miller	18
19	1	4	...	...	5	31,657	1	31,000	...	...	2	3	...	...	...	...	...	...	1	...	2	...	4	...	...	Donald DuShane	19
20	...	9	...	...	9	128,870	...	...	11	66,385	2	6	1	45,000	1	18,275	...	...	2	23,750	1	42,500	21	12,000	3	F. V. Merriman	20
21	...	...	...	...	...	...	...	...	...	...	1	9	...	...	...	...	...	...	...	...	1	...	3	...	1	M. D. Weldy	21
22	...	12	...	...	12	247,900	...	...	21	8,100	1	3	...	...	...	...	1	18,000	1	4,050	4	120,000	18	55,000	2	G. G. Eppley	22
23	...	14	...	...	14	230,498	...	...	...	...	...	8	...	...	...	...	1	...	...	...	2	...	56	...	2	Carrie A. Snively	23
a	...	••	...	...	...	...	1	32,100	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Edgar J. Unthank	a
24	...	...	...	...	...	...	...	...	...	...	8	9	1	...	...	...	1	...	...	...	...	...	14	...	...	W. H. DeGan	24
25	...	43	...	...	43	839,129	8	288,729	...	...	1	30	2	...	2	...	4	...	...	...	5	...	75	...	1	H. W. Middlesworth	25
26	...	3	...	...	3	73,500	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	2	...	1	John B. Funk	26
27	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	3	...	...	W. C. Anman	27
28	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	1	...	19	...	...	Oliver Tobias	28
29	...	3	5	...	8	66,581	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	...	...	Mabel Foor	29
a	...	1	...	...	1	2,626	1	3,600	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. A. Goering	a
30	...	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	1	22,000	8	...	...	Ovid White	30
31	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Frances Sebesta	31
32	...	5	...	...	5	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	1	...	16	21,000	2	Florence Manford	32
33	...	6	...	...	6	69,409	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	Dorothy M. Siegle	33
34	...	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ernest L. Guyer	34
35	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	1	...	1	...	1	J. H. Walker	35
36	...	1	...	...	1	22,000	...	...	1	1,500	1	1	...	...	1	700	...	...	...	...	...	...	2	500	1	C. Y. Andrews	36
37	...	1	...	...	1	...	...	...	...	...	1	4	...	...	...	...	...	...	...	...	...	...	4	...	1	A. F. Becknell	37
38	...	7	...	...	7	46,569	...	...	...	...	2	3	...	...	...	...	...	...	...	...	...	...	...	...	...	L. H. Lyboult	38
a	...	...	...	...	...	...	...	...	1	12,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Julia Wrenn Partner	a
39	...	2	...	...	2	6,000	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	N. J. Lasher	39
a	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	1	...	2	...	1	J. Van de Walle	a
40	...	15	...	...	15	375,000	...	...	4	...	2	11	...	...	1	...	1	...	1	...	...	...	28	...	5	E. H. Burnham	40
41	1	...	...	...	1	...	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	1	...	...	Jesse G. Dorsey	41
42	...	1	...	...	1	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Florence Ahlf	42
43	...	7	...	...	7	49,569	...	...	...	...	...	...	2	...	1	34.821	1	9,477	...	...	...	...	...	...	...	A. J. Carbon	43
44	...	4	...	...	4	[1]28,533	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	V. L. Eikenberry	44
45	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. C. Mills	45
46	...	5	...	...	5	41,000	1	250,000	...	...	1	6	...	...	...	...	...	...	1	...	...	...	10	...	...	John Sharp	46
47	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	M. P. Weaver	47
48	...	5	...	...	5	16,680	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	C. S. Roberts	48
49	...	1	...	...	1	2,500	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	F. L. Mahannah	49
a	...	...	...	...	...	...	...	...	...	...	1	1	1	...	1	...	...	...	...	...	...	...	6	...	...	W. K. Voorhees	a
50	...	8	...	6	14	138,000	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	12	7,000	2	Willard Hayes	50
a	...	...	...	...	...	...	...	...	...	...	...	1	1	1,500	1	1,500	...	...	...	...	...	...	10	4,000	3	Ed. Stefan	a
51	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	2	...	...	T. W. Miles	51
52	...	...	19	...	19	...	...	...	5	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Otto A. Wurl	52
a	...	...	...	...	...	...	...	...	...	...	...	...	1	30,000	...	...	1	20,000	...	...	...	...	2	...	1	Phillip E. Minner	a
53	...	...	...	...	...	...	...	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	4	...	...	C. R. Glathly	53
54	...	10	...	...	10	174,263	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	46,000	7	...	2	O. E. Johnson	54
a	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	2	45,897	...	...	...	...	6	9,238	3	Miss A. Becker	a
55	...	...	...	...	...	...	...	...	...	...	1	1	...	...	1	...	...	...	...	...	1	...	2	...	...	Jacob Johnson	55
56	...	22	...	...	22	324,725	...	...	5	2,360	...	14	...	...	...	...	...	...	2	2,396	1	...	46	...	...	Kathryn E. Krieg	56
a	...	...	...	...	...	...	...	...	...	...	...	14	2	...	...	...	2	86,344	...	...	1	39,943	47	...	4	Helen Richter	a
57	1	12	...	2	15	91,200	...	...	2	23,300	4	1	1	51,000	...	...	...	...	...	...	...	...	3	...	...	Sylvester McCauley	57
58	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Lloyd Sisler	58
59	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	P. V. Linke	59
60	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	3,000	...	...	...	Harley Carter	60
a	...	1	...	...	1	...	...	...	...	...	2	4	...	...	...	...	...	...	...	...	...	...	...	...	...	W. G. Penee	a
61	...	...	...	...	...	...	...	...	1	5,000	...	...	...	...	...	...	...	...	1	5,000	...	...	...	...	...	John C. Truesdale	61
a	...	1	...	...	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	1	W. R. Kinzer	a
62	...	2	...	...	2	2,600	...	...	1	12,000	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Mabel V. Sones	62
63	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	40,000	...	...	...	Z. N. Lundy	63
64	...	4	...	...	4	5,476	...	...	...	...	...	...	...	...	...	...	...	...	1	832	...	...	1	79	...	Ruth M. Starks and Theresa Holt	64

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Footnotes follow

No. of City	STATE AND CITY	Population	Managiag Authority	Paid Workers Exclusive of Caretakera			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total		
										For Leadership	Other Services			
	Iowa—Cont.													
1	Ottumwa	28,075	Y. M. C. A.				51		200.00	500.00	250.00	750.00	950.00	P	1
2	Sioux City	79,183	School Board	37	31	1			4,686.10	10,004.50	1,593.83	11,598.33	16,284.43	M	2
			Park Department											M	a
3	Waterloo	46,191	Playground Association	6	4	1	100		1,000.00	1,000.00	1,000.00	2,000.00	3,000.00	M	3
4	Webster City	7,024	Board of Education	8	4									M	4
	Kansas														
5	Atchison	13,024	City of Atchison											M	5
6	Coffeyville	16,198	Board of Education	5										M	6
7	Concordia	5,792	School Board	1	1								100.00	P	7
8	El Dorado	10,311	Board of Education	2	1				35.00	550.00		550.00	585.00	M	8
9	Ellsworth	2,072	City of Ellsworth										700.00	M	9
10	Emporia	14,067	City of Emporia		1					150.00		150.00	150.00	M	10
11	Eudora	591	Playground Committee				10							P	11
12	Harper	1,800	Civic Clubs				3							P	12
13	Independence	12,782	City of Independence					13,885.00	4,000.00		8,000.00	8,000.00	[2]125,885.00	M&P	13
14	Kansas City	121,857	Park Department	17	14				30,000.00	9,000.00	28,663.35	37,663.35	67,663.35	M	14
15	Lawrence	13,726	Board of Education	1	1		4			680.00	15.00	695.00	695.00	M	15
16	Leavenworth	17,466	Park Commissinn										2,000.00	M	16
17	Parsons	14,903	Board of Education	3	1				150.00	1,800.00		1,800.00	1,950.00	M	17
18	Pittsburg	18,145	Park Department						400.00			3,600.00	4,000.00	M	18
19	Smith Centre	1,736	Community Park Trustees	1					250.00	300.00	700.00	1,000.00	1,250.00	P	19
20	Topeka	64,120	Board of Education	17	23		14		500.00	4,728.80		4,728.80	5,228.80	M	20
			Dept. of Parks and Public Property					3,066.00	500.00		1,500.00	1,500.00	5,066.00	M	a
21	Wellington	7,405	City of Wellington								1,500.00	1,500.00	1,500.00	M	21
22	Wichita	111,110	Board of Park Commissioners	5	3								23,000.00	M	22
	Kentucky														
23	Covington	65,252	Park Board	5	8		10	550.00	300.00	2,750.00	900.00	3,650.00	4,500.00	M	23
24	Lexington	45,736	Department of Parks and Playgrounds	14	12	2	21						21,751.47	M	24
			Colored Department of Parks and Recreation[17]	3	9	2		3,500.00	3,161.55	3,800.00	2,880.00	6,680.00	13,341.55	M	a
25	Louisville	307,745	Division of Recreation, Department of Public Welfare	55	40	17			13,211.17	29,393.14	8,853.16	38,246.30	51,457.47	M	25
26	Newport	29,744	Playground Com., Community Service		10				108.75	1,627.50		1,627.50	1,736.25	M	26
27	Russell	2,084	Community Work Committee	2									575.00	P	27
	Louisiana														
28	Alexandria	23,025	Playground Comrades International	1		1	45		4,110.00	3,100.00	3,750.00	6,850.00	10,960.00	M&P	28
			Peabody Colored High School[17]		1									M	a
29	Baton Rouge	30,729	Park Commissioner	1					1,200.00			3,500.00	4,700.00	M	29
30	Donaldsville	3,788	Mohawk Tribe No. 33, Improved Order of Red Men				6				320.00	320.00	320.00	P	30
31	Lafayette	14,635	City of Lafayette						500.00		2,200.00	2,200.00	2,700.00	M	31
32	Monroe	26,028	Recreation Board		7	1				1,710.00	90.00	1,800.00	1,800.00	M	32
33	Natchitoches	4,547	Playground Comrades International				6		50.00				50.00	M	33
34	New Orleans	458,762	Playground Community Service Commission	6	25	25			6,896.70	26,433.17		26,433.17	33,329.87	M	34
			School Board and Public School Athletic League	3	2	1	10	1,000.00	325.00	4,500.00	3,600.00	8,100.00	9,525.00	M	a
			City Park Commissinn					531.53	4,335.11		18,602.30	18,602.30	23,468.94	M	b
			Audubon Park Commission										37,687.70	M	c
			Kingsley House Social Settlement											P	d
			Sylvania F. Williams Community Center[17]	4	5	2	100		300.44				[3]300.44	P	e
35	Oakdale	3,188	Playground Comrades International				8		25.00				25.00	P	35
36	Pineville	3,612	Playground Comrades International				2		50.00				50.00	P	36
37	Rayville	2,076	Folk School of Richland Parish				4		35.00				35.00	C	37
38	Selma	500	Playground Comrades International				1		25.00				25.00	P	38
39	Shreveport	76,655	Park and Recreation Board	3	14	3	4		200.00	3,500.00	1,070.00	4,570.00	4,770.00	M&P	39
	Maine														
40	Augusta	17,198	City of Augusta	1			3		500.00	275.00		275.00	775.00	M	40
41	Bangor	28,749	Public Works Department	7	3				409.57	1,227.30		1,227.30	1,636.87	M	41
42	Derby	325	Improvement Society		1		5		50.00	180.00		180.00	230.00	P	42
43	Kennebunk	3,138	Webbannett Club	1					100.00	200.00		200.00	300.00	P	43
44	Portland	70,810	Recreation Commission	1	22	1			6,661.69	7,532.63		7,532.63	14,194.32	M	44
45	Rockland	9,075	Playground Association		1				125.00	120.00		120.00	245.00	P	45
46	Saco	7,233	Women's Educational and Industrial Union		2			14.80	49.28	125.00		125.00	189.14	P	46
47	Sanford	14,000	Playground Commission	1	1					500.00		500.00	500.00	M	47
48	Waterville	15,454	Park Commission	2	1				2,130.00	285.00	85.00	370.00	2,500.00	M	48
49	Westbrook	10,807	Community Association	3		1	12		1,351.44	3,740.00	1,276.70	5,016.70	6,368.14	P	49
	Maryland														
50	Baltimore	804,874	Playground Athletic League	207	215	70			52,508.89			129,103 08	181,611.97	MS&P	50
			Board of Park Commissioners										133,866.97	M	a
51	Salisbury	10,997	School Board	4	2								6,000.00	M	51
	Massachusetts														
52	Andover	9,969	Andover Guild	2	3	1	32		1,116.61	2,400.00	1,086.60	3,486.60	4,603.21	P	52
53	Arlington	36,094	School Board	14	6				448.11	3,154.14		3,154.14	3,602.25	M	53
54	Athol	10,677	Recreation Commission	6	5					1,372.77	627.23	2,000.00	2,000.00	M	54
55	Attleboro	21,769	Recreation Commission	1									[3]1,450.00	M&P	55
			Park Commission	1	1				4,130.00	360.00		360.00	4,490.00	M	a
56	Belmont	21,748	Playground Department	13	9			20,259.74	4,534.64	5,407.40	3,037.85	8,445.25	33,239.63	M	56
57	Beverly	25,068	Public Works Department	8	8				3,700.00	2,040.00		2,040.00	5,740.00	M	57

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No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1		1			1						1	2									1	25,000				J. E. Eigenmann	1
2		18			18	[16]512,262			7	12,275																John E. Gronseth	2
a											1	2			1	9,877	1	26,500			5	39,160	21			James Barton	a
3	1	8			9	29,863			1	1,000	4	15	2	500									6	6,000		J. W. Koch	3
4									2																	Burrus E. Beard	4
5												1			1	1,200					1	11,500	10	4,600	1	A. W. Seng	5
6		3			3				1		2								1				6		1	A. I. Decker	6
7			1		1				1										1				3			Mildred Huddleston	7
8		4			4	27,000			1		1	3											6			Charlotte Byrum	8
9											1										1		1			John R. Alden	9
10		1			1	10,800						2											8		1	Margaret Jones	10
11		1			1																		2			Mrs. C. B. Johnson	11
12		1			1																					Mabel L. Flowers	12
13											1	2									1		3			Ralph C. Mitchell	13
14		12			12		1		1		1	7									5	54,108	49		7	F. LeRoy Cooke	14
15		3			3	6,000			6	2,000	1	3														C. E. Birch	15
16															1	2,800							1			John D. Becher	16
17									4		1	3							1				4		1	Charles J. Mills	17
18													1		1	11,200							9		1	Leonard Boyd	18
19												1	1								1		1		1	S. C. Stevens	19
20		16			16	258,254						1														L. P. Dittemore	20
a									1			6									4		[22]35		[22]5	Laura McMillan	a
21											1	1					1									C. S. Haslet	21
22		4			4	212,500						3					1	50,800			5	166,400	12	56,550		Alfred MacDonald	22
23		5			5	129,760						8											5		9	Anne Campbell	23
24		6			6	[23]281,244	1	26,313	6		2	2							1				11		1	Anna S. Pherigo	24
a		5			5	253,529			2	39,544	2	1			[24]1								6		1	T. E. Brown	a
25					19	1,071,749	3	38,381	12	35,367	3	34							1	33,929	1	8,000	67	116,771		Dorothea Nelson	25
26		9			9	33,390					3	8														Mrs. Edward C. Wendt	26
27		1			1	20,114			1	1,000	1	1											4		1	W. W. Tenney	27
28		3			3	43,800						4			1	3,650					1	4,000	6	1,000		W. E. Brown	28
a			1		1						1	1											1	1,000			a
29															1	9,000					1	10,000	7	7,000		Powers Higginbotham	29
30	1				1							1									1	3,900				H. F. Vallianny	30
31											1	1			1						1		1			F. V. Mouton	31
32		5			5	25,000						1														Lucyle Godwin	32
33		1			1						1	1														W. E. Brown	33
34	17				17	620,433			1	52,364											5	[22]196,932			7	L. di Benedetto	34
a									2	20,000									1	20,000	1	18,000				Frank J. Beier	a
b											1	8			1		1	[16]38,375			1	36,850	24	18,672	1	George E. Vinnedge	b
c												5									1		22			J. A. Hayes	c
d	1				[26]1	23,986					1	1											1			Elizabeth Woods	d
e	1	3			4				1																	Mildred Towle	e
35		1			1	2,000					1		1	1,000									1			W. E. Brown	35
36		1			1	500					1	1														W. E. Brown	36
37		1			1						1	1											2			Mrs. Carey J. Ellis, Jr.	37
38		1			1	1,560						1														W. E. Brown	38
39		14			14	358,400	1	19,600			5	6			1	12,000							21	26,750	5	Grover C. Thames	39
40		1			1	40,500					1	3													1	Samuel McCall	40
41		2			2	10,800															1	23,400			2	P. H. Glover	41
42		1			1						1	1									2		2			W. J. Russell	42
43		1			1	5,000					1	1											2			Steven J. Steger	43
44		12			12							9	1										9		1	Granville R. Lee	44
45		1			1																					Herman M. Hart	45
46		1			1		1																			Agnes Cunningham	46
47		1			1	2,800					1	1									1					Harry Stott	47
48		1			1	18,900															1	21,000				J. Frank Goodrich	48
49		1			1	13,500			1	20,500		3									1	15,000	6	8,000		Paul F. Fraser	49
50	3	81			84	728,113	8		133	[7]902,676																William Burdick	50
a											7	27	1		3		1				6		104			J. V. Kelly	a
51		1			1				1		3	4	1										8			H. Miltoo Hearne	51
52		1			1	25,381	1	23,671			1	1														Margaret Davis	52
53		6			6						1	6											8			William T. McCarty	53
54		5			5	[10]18,646					2	2	2								2		3		1	A. Macmaster	54
55		1			1						1	1											2			Walter M. Kendall	55
a		1			1							1														Dr. Charles A. Mooers	a
56		1		6	7	281,007					6	6									1	62,069	19	9,144		Lewis S. Harris	56
57		7			7	40,861					10	10	6	25,000												James H. Fitzgibbons	57

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No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	No. of Women	No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Other Services	Total	Total	Source of Financial Support†	No. of City
	Mass.—Cont.														
			Department of the Extended Use of Public Schools	45	95				14,000.00	30,000.00	21,000.00	51,000.00	65,000.00	M	1
1	Boston	781,188	Park Commission	173	8	19							604,831.85	M	a
			Community Service, Inc [29]	3	2	4			6,000.08	9,025.26	4,143.10	13,168.36	19,168.44	P	b
			Boston Metropolitan Park District Commission [30]					89,115.80	6,755.64		10,903.89	10,903.89	106,775.33	M	c
2	Brockton	63,797	Playground Commission	30	13				2,862.76	4,034.00		4,034.00	6,896.76	M	2
			Park Commission											M	a
3	Brookline	47,490	Gymnasium and Bath Department and Playground Department	10	18	9			6,504.00	18,600.00	28,629.00	47,229.00	53,733.00	M	3
4	Cambridge	113,643	Board of Park Commissioners	27	14	7	18		2,800.56	26,078.98		26,078.98	28,879.54	M	4
5	Chelsea	45,816	Park Commission	2	14					2,340.00	726.98	3,066.98	3,066.98	M	5
6	Dalton	4,220	Community Recreation Association	3	4	2	25		9,331.00	4,000.72	2,692.84	6,693.56	16,024.56	M&P	6
7	Danvers	12,957	Park Commission	2	3								1,000.00	M	7
8	Dedham	15,136	Community Association, Inc	2	2	1	10			1,928.69	932.71	2,861.40	2,861.40	P	8
9	Easthampton	11,323	Recreation Commission	3	4				449.50	650.50		650.50	1,100.00	M	9
10	East Milton	5,400	Cunningham Park	2	1	1								P	10
11	Everett	48,424	Playground Commission	2	8				1,530.00	1,200.00	5,644.00	6,844.00	8,374.00	M	11
12	Fairhaven	10,951	Park Commissioners	2	2									M	12
13	Fitchburg	40,692	Park Commission	10	1			176.48	747.85	1,540.00	3,476.71	5,016.71	5,941.04	M	13
			Park Commission	7	6			1,000.00	800.00	1,000.00	2,200.00	3,200.00	5,000.00	M	14
14	Framingham	22,210	Civic League	2	2		10		6,707.90	2,183.32	2,882.05	5,065.37	11,773.27	P	a
15	Gardner	19,399	Park Department	5	5				2,207.31	1,812.60	2,388.19	4,200.79	6,408.10	M	15
16	Gloucester	24,204	Playground Commission										5,000.00	M	16
17	Greenfield	15,500	Recreation and Playground Commission	5	12				526.67	1,233.54	1,606.51	2,840.05	3,366.72	M	17
18	Haverhill	48,710	Playground Department	1					300.53	100.00		100.00	400.53	M	18
19	Holyoke	56,537	Parks and Recreation Commission	18	41	1		486.16	4,213.85	9,078.61	11,371.01	20,449.62	25,149.63	M	19
20	Lancaster	2,200	Nathaniel Thayer Playground Association	1			13	71.36	1,408.70	900.00	442.07	1,342.07	2,822.13	P	20
21	Lawrence	85,068	Department of Public Property and Parks										9,089.77	M	21
22	Leominster	21,810	Playground Commission	3	5								3,000.00	M	22
23	Lexington	9,467	Park Department	2	4		10	500.00	3,000.00	1,194.00		1,194.00	4,694.00	M	23
24	Lowell	100,234	Board of Park Commissioners	2	9			3,542.30	1,484.71	885.00	15,811.50	16,696.50	21,723.51	M	24
25	Ludlow	8,876	Athletic and Recreation Association	3	4	1	3		1,350.00	2,350.00	1,800.00	4,150.00	5,500.00	M	25
26	Lynn	102,320	Board of Park Commissioners	15	20		4		45,451.27	5,000.00	47,816.53	52,816.53	98,267.80	M	26
27	Medford	59,714	Park Commission	16	10				969.94			3,708.86	4,678.80	M	27
28	Melrose	23,170	Park Department	2	7	1			1,500.00	700.00	2,300.00	3,000.00	4,500.00	M	28
29	Methuen	21,069	Playstead Commission	1	3		6	17,299.00		351.00		351.00	17,650.00	M	29
30	Milton	16,434	Park Commission	1	3				225.00	830.00	5,245.00	6,075.00	6,300.00	M	30
31	Montague [31]	8,081	Playground Commission	1			20		608.00	300.00	1,140.00	1,440.00	2,048.00	M	31
			School Department	1	1					539.17		539.17	539.17	M	32
32	New Bedford	112,597	Recreation Committee	1	1		333		100.00	400.00		400.00	500.00	P	a
			Municipal Bathing Beach Committee	[32]	[32]				1,850.00		6,650.00	6,650.00	8,500.00	M	b
33	Newburyport	15,084	City Council	3	2								1,100.00	M&P	33
34	Newton	65,276	Playground Commission	43	53		1	400.00	49,045.00	27,000.00	32,350.00	59,350.00	108,795.00	M	34
35	Northampton	24,381	Frank Newhall Look Memorial Park	11	6	1	2	4,000.00	1,500.00	3,000.00	5,000.00	8,000.00	13,500.00	P	35
36	North Attleboro	10,197	Playground Association	4	2								5,750.00	M&P	36
37	Norwood	15,049	Recreation Committee	8	6				2,145.00	2,500.00	300.00	2,800.00	4,945.00	M	37
38	Peabody	21,345	Park Commission	11	11			10,000.00	1,500.00	3,450.00	20,000.00	23,450.00	34,950.00	M&P	38
39	Pittsfield	49,677	Citizens Committee	10	18		15						1,000.00	P	39
40	Plymouth	13,042	Park Commission	1									6,500.00	M	40
41	Quincy	71,983	Park Board	20	1		15		8,000.00	800.00	200.00	1,000.00	9,000.00	M	41
42	Revere	35,680	Park Commission				20							M	42
43	Salem	43,353	Board of Park Commissioners	15	20		25	1,090.82	2,000.00	6,245.81	2,083.00	8,328.81	11,419.63	M	43
44	Somerville	103,908	Recreation Commission	27	27	1	10		5,155.67	19,622.01	2,222.32	21,844.33	27,000.00	M	44
45	Southbridge	14,264	Board of Education				14							M	45
46	Spencer	6,272	Park Commissioners	1									260.00	M	46
47	Springfield	149,900	Division of Recreation, Department of Public Parks	82	56	2		10,260.40	66,269.20	29,738.50	40,657.95	70,396.45	146,926.05	M	47
48	Stoneham	10,060	Park Department	1					300.00	300.00	600.00	900.00	1,200.00	M	48
			Playground Commission	15	7			1,200.00	900.00	900.00	2,600.00	3,500.00	5,600.00	M	49
49	Taunton	37,355	Davol Playground Commission	1	2								1,500.00	M	a
50	Wakefield	16,318	Recreation Commission	2	5					756.00		756.00	940.00	M	50
51	Walpole	7,273	Park Department	1	1				285.83	340.00	83.12	423.12	708.95	M	51
52	Waltham	39,247	Board of Recreation	16	26			2,175.00	3,875.00	9,360.00	2,990.00	12,350.00	18,400.00	M	52
53	Watertown	34,913	Park Department	3	4									M	53
54	Webster	12,992	School Board				12							M	54
55	Wellesley	11,439	School Department	4	2								1,200.00	M	55
56	West Springfield	16,684	Playground Commission	5	7					1,654.75	1,104.75	2,759.50	2,759.50	M	56
57	West Newton	8,000	Community Centre, Inc	2	3	1	10			2,266.00	272.00	2,537.00	3,620.97	P	57
58	Worcester	195,311	Parks and Recreation Commission	29	46			711.00	7,890.80			36,047.15	44,648.95	M	58
	Michigan														
59	Ann Arbor	26,944	Board of Education and Park Commission	13	12		20	8,500.00	950.00	3,915.00	7,300.00	11,215.00	20,665.00	M	59
60	Battle Creek	43,573	Civic Recreational Association and Board of Education	17	12	2	25		400.00	5,600.00	2,000.00	7,600.00	8,000.00	M	60
61	Bay City	47,355	Exchange Club				15	150.00	75.00				225.00	M&P	61
62	Bessemer	4,035	Board of Education	1	1								1,500.00	M	62
63	Birmingham	9,539	Community House Association		1	1	10		5,095.55	2,000.00	3,508.65	5,508.65	10,604.20	P	63
64	Caspian	1,888	Community Center	1	1	2	13							P	64
65	Coldwater	6,735	School Board	1	1		6						2,000.00	M	65
66	Dearborn	50,358	Recreation Department	20	3	1			3,087.28	9,349.00	1,331.34	10,680.34	13,767.62	M	66
			Department of Recreation	86	76	56	54	2,970.33	79,622.06	222,897.37	193,929.41	416,826.78	499,419.97	M	67
67	Detroit	1,568,662	Department of Parks and Boulevards	8		3			59,550.00	15,960.00	200,550.00	216,510.00	276,060.00	M	a
68	Dowagiac	5,550	School Board	2	1		3			560.00		560.00	560.00	M	68
69	Ferndale	20,855	Board of Education	1	1		2			500.00	100.00	600.00	600.00	M&P	69

RECREATION STATISTICS FOR 1932

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1									13	500,000																James T. Mulroy	1
a		30		22	52	1,223,400	11	224,400			6	110	10	5,226,314			1	64,578	2	62,440			104	20,165		William P. Long	a
b		8			8																					W. Duncan Russell	b
c																	2									W. E. Whittaker	c
2		11			11							9	1								1					Abbie O. Delano	2
a																	1									H. M. Irwin	a
3	2	8	7		17	96,781	1	44,598			13	13							1		1		15		1	Charles P. Cameron	3
4	5	5	5		15		3		7		6	7	2										5		2	Stephen H. Mahoney	4
5		7			7	92,584	2				3	3	1	10,500												Arthur J. Carolan	5
6		3			3	45,327	1	57,182			1	2	1	4,977	1	1,432			1	6,928			3	1,986		W. J. Sandford, Jr	6
7		3		1	4	44,056					4	6	2								2		6		1	Raymond Funchion	7
8		1			1		1		1				1								1		2		1	Mrs. Ada A. Pillsbury	8
9		3			3	6,000					1	1	2	4,000												Arnold Cleary	9
10	1				1	[7]155,000	1				1	2									1		5			W. L. Caldwell	10
11		9			9																		2			F. A. Hutchings	11
12		4			4							3											3			Mrs. Mabel Dutton	12
13		9			9	120,619					1	9	1	20,000							3	15,000	1	1,061		John J. Dillon and Ernestine Brewer	13
14		4			4	12,000					4	5	3										2			Raymond J. Callahan	14
a							1																			Franklin D. MacCormick	a
15		4			4						1	1											5			Helen L. Murdock	15
16											2		1	13,000												Howard F. Corliss	16
17		8			8				1	100	3	3	1		1						1		9			Raymond F. Spencer	17
18											1	4	1										7			F. James Caswell	18
19		12			12	203,978			9	91,250		9							2		3	110,300	5	7,364	1	Mina F. Robb	19
20		1			1		1					2											3			Raymond S. Mann	20
21												9									2	130,000	8			William V. Crawford	21
22		5			5						5	5														Walter I. Deacon, Jr	22
23		2			2						2	3									1		8		1	John J. Garrity	23
24		3			3	39,100					12	16	1	30,000							2	8,000	33			John W. Kernan	24
25		1	1		2	40,000	1				2	3	1				1		1				2			F. J. Cummings	25
26		12			12	151,860			5		3	9			1				1				10			John Morrissey	26
27		7			7							7	2										1			Edward P. Adams	27
28		7		1	8	41,695	1	2,570	1	4,000		2	1	54,376									6	4,000		George W. Rogers	28
29		6			6	154,400	1	3,360				4														Albert Millington	29
30		2			2						2	4											4			John L. Kelly	30
31	1				1	40,000						3											2			Charles E. Bankwitz	31
32									1																	Allen B. Keith	32
a		8			8							8											20	30,000		Frederick E. Kelley	a
b													1	125,000												Miss L. Dupre	b
33		2			2	22,000					2	4														D. F. Borsh	33
34	18			9	27	1,075,000	3	3,250	6	4,650	3	31	4	95,000									41	85,000	2	Ernst Hermann	34
35		1			1	33,480					1	3									1	27,000	6	3,575	1	M. Foss Narum	35
36		2			2	18,000			1	7,500	3	3											1	200		Raymond A. Yates	36
37		6			6	50,000					6	6	2								1		10			Josephine A. Cogan	37
38		8			8							6											4	4,000	1	George E. Coyle	38
39		7			7																					A. R. Wellington	39
40	1		1	1	3						3	1	4													Myron L. Smith	40
41		19			19						19	7	2										5			Franklin B. Mitchell	41
42		6			6	102,500					7	7	1										11			Guy R. Sweeney	42
43		12			12		10				12	6	3	13,504	1						1	70,275	2	3,054	1	Daniel J. Phalen	43
44					20	245,000			4	50,000	5	7	1													Francis J. Mahoney	44
45		2			2						1	1														Mrs. John I. Beck	45
46													1													William A. Thiabault	46
47	11	11			22	988,191	1	10,585	15	89,224		16	3				2						42		3	James S. Stevens	47
48		1			1						1															Charles A. Owen	48
49		5			5	45,000					5	5									2	300	5	5,500		Harold H. Galligan	49
a		1			1	100,000																				Ralph Davol	a
50		3			3	60,000					3	2	1								1		2		1	Eugene J. Sullivan	50
51																					1		1			Katherine J. Higgins	51
52		13			13	[10]124,000					4	6	2										5			John L. Leary	52
53		5			5						5	6	1										4			Sally Biggane	53
54		5			5	20,800					2	2	1													George H. Finnegan	54
55	9		2		11						1	2											2			S. Monroe Graves	55
56		7			7	88,800					3	2														R. B. Pillsbury	56
57							1		3	15,346																Gertrude MacCallum	57
58		14			14		3				14	20	7				1				8		30			Thomas E. Holland	58
59	4		8		12	91,003	7	7,882			1	2	1	21,955			1	30,000					13	8,268	1	L. H. Hollway	59
60		5			5	65,000	2				2	12	1	100,000	1	8,000			1	20,000	1	40,000	18	4,000	2	A. R. Flanagan	60
61		4			4	18,000															1		10			H. W. Royal	61
62		1			1	5,000			1		1	1														C. R. Duds	62
63							1	66,216																		Mrs. C. B. Lewis	63
64	1				1	10,000	1	90,000																		Walter M. Berry	64
65	1	1	4		6	50,000	4	4,000			2	1											2	500		J. T. Symons	65
66		8			8	80,000			7			6							4				15			Henry D. Schubert	66
67	10	70			80	[11]1077640	7		113		17	40							13				91			C. E. Brewer	67
a													1	168,268	1	43,287	4	289,575			1	143,290				Henry W. Busch	a
68		1	2		3	61,743	1				2	2											4		1	Jim Lewis	68
69		2			2	16,000					2	2														R. L. Peel	69

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	No. of Women	No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Other Services	Total	Total	Source of Financial Support†	No. of City
	Michigan—Cont.														
1	Flint	156,492	Department of Parks and Recreation	25	16	7	52	33,700.00	10,825.00	13,150.00	40,538.00	53,688.00	98,213.00	M	1
			Community Music Association[35]	1	1	2	....	500.00	830.00	6,140.00	1,700.00	7,840.00	9,170.00	M&P	a
2	Gladstone	5,170	Board of Education	3	....	....	....	....	50.00	200.00	150.00	350.00	400.00	M	2
3	Grand Rapids	168,592	Park Department	40	11	....	....	8,000.00	15,000.00	5,050.00	39,185.00	44,235.00	67,235.00	M	3
			Board of Education	25	34	....	....	....	235.00	6,480.00	5,150.00	11,630.00	11,865.00	M	a
4	Grosse Pointe Township[33]	25,000	School Board	5	1	....	....	....	....	1,800.00	200.00	2,000.00	2,000.00	M	4
5	Grosse Pointe Village	22,000	Neighborhood Club	3	2	2	6	....	10,000.00	2,945.84	1,800.00	4,745.84	14,745.84	P	5
			Park Department	4	....	....	....	8,000.00	1,000.00	1,000.00	....	1,000.00	10,000.00	M	a
6	Hamtramck	56,268	Recreation Department, Board of Education	52	12	3	....	....	1,524.13	6,209.55	8,741.32	14,950.87	16,475.00	M	6
7	Harbor Beach	1,892	School Board	1	1	....	2	700.00	300.00	1,360.00	500.00	1,860.00	2,860.00	M	7
8	Highland Park	52,959	Recreation Commission	16	14	12	....	....	10,694.00	13,220.00	11,086.00	24,306.00	35,000.00	M&P	8
9	Holland	14,346	Playground Commission	6	3	....	....	....	130.00	1,070.00	....	1,070.00	1,200.00	M	9
10	Jackson	55,187	Ella W. Sharp Park	....	....	....	....	....	10,500.00	....	....	....	10,500.00	P	10
11	Kalamazoo	54,786	Department of Recreation	22	15	1	....	....	1,200.00	10,445.00	950.00	11,395.00	12,595.00	M	11
			Douglass Community Association, Inc.[17]	2	1	1	2	1,200.00	1,983.31	2,647.14	823.90	3,471.04	6,654.35	P	a
12	Lake Linden	1,714	Lions Club and High School	....	....	....	9	....	....	....	50.00	50.00	50.00	P	12
13	Lansing	78,397	Department of Public Recreation	60	39	2	39	....	6,024.25	14,005.00	16,120.00	30,125.00	36,149.25	M	13
14	Ludington	8,898	Public Schools	1	1	....	7	....	1,000.00	500.00	....	500.00	1,500.00	M	14
15	Manistee	8,078	City Commission	1	1	....	....	....	....	....	....	....	....	M	15
16	Mason	2,575	Child Study Club	....	1	....	....	....	....	....	....	....	24.50	P	16
17	Menominee	10,320	Board of Education	1	....	....	15	....	....	940.00	....	940.00	940.00	M	17
18	Midland	8,038	Community Center and Board of Education	3	4	....	....	252.81	8,223.00	6,384.00	4,382.05	10,766.05	19,241.86	M&P	18
19	Monroe	18,110	School Board	4	4	....	....	....	200.00	1,600.00	....	1,600.00	1,800.00	M	19
20	Mount Clemens	13,497	City Commission	7	3	....	6	100.00	450.00	1,600.00	100.00	1,700.00	2,250.00	M	20
21	Mount Pleasant	5,211	City Manager	....	....	....	....	....	....	....	....	....	500.00	M	21
22	Niles	11,326	School Board	2	2	....	....	....	1,000.00	500.00	....	500.00	1,500.00	M	22
23	Petoskey	5,740	School Board and Chamber of Commerce	2	1	....	6	....	....	....	....	5,500.00	6,700.00	M&P	23
24	Pontiac	64,928	Recreation Division, Department of Public Welfare and Board of Education	13	3	....	....	....	3,950.00	2,450.00	2,020.00	4,470.00	8,420.00	M	24
			City of Pontiac	3	....	....	....	....	4,943.00	2,581.00	5,729.00	8,310.00	13,253.00	M	a
25	River Rouge	17,314	Board of Education and City Council	15	1	....	....	....	505.00	985.00	1,036.00	2,021.00	2,526.00	M	25
26	Royal Oak	22,904	School Board	2	3	....	....	....	....	480.00	....	480.00	480.00	M&P	26
27	Saginaw	80,715	Recreation Department	1	....	1	13	....	1,486.40	2,700.00	....	2,700.00	4,186.40	M	27
28	Wakefield	3,677	Department of Public Affairs and School District	2	1	....	2	....	....	....	....	....	20,000.00	M	28
29	Ypsilanti	10,143	Recreation Commission	14	6	....	....	....	1,225.00	2,461.00	....	2,461.00	3,686.00	M&P	29
	Minnesota														
30	Albert Lea	10,169	Park Department	1	1	....	1	....	258.27	270.00	581.35	851.35	1,109.62	M	30
31	Alexandria	3,876	Park Board and American Legion Park	2	1	....	....	100.00	1,600.00	750.00	1,400.00	2,150.00	3,850.00	M	31
32	Chisholm	8,308	Independent School District No. 40	13	....	....	....	....	....	1,590.00	....	1,590.00	1,590.00	M	32
			City of Chisholm	....	....	....	....	....	253.72	....	3,129.50	3,129.50	3,383.22	M	a
33	Coleraine	1,243	School District	3	1	....	16	....	600.00	1,200.00	200.00	1,400.00	2,000.00	M	33
34	Crookston	6,321	Park Board	2	1	....	6	1,810.00	2,834.00	854.00	1,936.00	2,790.00	7,434.00	M	34
35	Duluth	101,463	Department of Recreation	151	51	2	....	1,674.94	7,338.80	13,556.65	21,955.04	35,511.69	44,525.43	M	35
36	Ely	6,156	Community Service Center	1	3	3	8	....	....	....	....	....	12,000.00	M	36
37	Eveleth	7,484	City of Eveleth	....	....	....	....	30,000.00	750.00	....	8,500.00	8,500.00	39,250.00	M	37
38	Fairmount	5,521	City Council	1	....	....	....	....	....	....	....	....	200.00	M	38
39	Fergus Falls	9,389	Recreation Board	1	2	....	....	....	....	500.00	....	500.00	500.00	P	39
40	Gilbert	2,722	Village of Gilbert	1	....	1	....	10,000.00	5,400.00	1,200.00	....	1,200.00	16,600.00	M	40
41	Hibbing	15,666	Recreation Board	50	25	4	....	....	2,603.13	14,802.52	994.00	15,796.52	18,399.65	M	41
42	International Falls	5,036	Kiwania Club	1	1	....	....	....	....	....	....	....	400.00	M	42
43	Lake City	3,210	Lions Club	....	....	....	20	....	2,500.00	....	2,500.00	2,500.00	5,000.00	P	43
44	Leoneth	775	Leonidas Parents and Teachers Association	6	....	....	....	....	27.38	....	....	127.73	155.11	M	44
45	Luverne	2,644	City of Luverne	....	....	....	....	....	....	....	....	....	....	M	45
46	Minneapolis	464,356	Board of Park Commissioners	46	47	12	39	70,173.00	111,203.00	45,835.00	149,857.00	195,692.00	377,068.00	M	46
			Board of Education[37]	....	4	....	14	....	....	980.50	336.25	1,316.75	1,316.75	P	a
47	Mountain Iron	1,349	Board of Education	2	1	....	....	....	75.00	360.00	....	360.00	435.00	M	47
48	Nashwauk	2,555	School Board	3	....	....	....	....	200.00	300.00	....	300.00	500.00	M	48
49	Pipestone	3,489	Playground Commission	1	....	....	4	....	48.00	300.00	400.00	700.00	748.00	M&P	49
50	Red Wing	9,628	Board of Public Works	3	2	....	....	2,706.37	477.92	200.00	951.00	1,151.00	4,335.29	M	50
51	Rochester	20,621	School Board and Parent Teacher Association	4	3	....	....	....	133.63	1,562.00	....	1,562.00	1,695.63	M&P	51
			Park Board	....	....	....	....	8,842.19	120.00	....	5,847.53	5,847.53	14,809.72	M	a
52	St. Cloud	21,000	City Commission	8	5	....	....	....	182.68	490.00	1,145.00	1,635.00	1,817.68	M	52
53	St. Paul	271,606	Department of Parks, Playgrounds and Public Buildings	61	35	7	20	16,000.00	12,925.00	24,110.00	25,510.00	49,620.00	78,545.00	M	53
54	South St. Paul	10,009	Parent Teacher Association and Kiwanis Club	1	....	....	2	....	80.00	90.00	....	90.00	170.00	P	54
55	Stillwater	7,173	Civic and Commerce Association	1	1	....	....	....	18.00	200.00	....	200.00	218.00	P	55
56	Virginia	11,963	Board of Education	7	4	....	....	....	173.74	798.00	....	798.00	971.74	M	56
			Committee on Public Property	....	....	....	....	3,300.00	18,500.00	....	10,000.00	10,000.00	31,800.00	M	a
57	Winona	20,850	John A. Latch Public Bath Board	....	....	....	....	....	325.00	....	2,375.00	2,375.00	2,700.00	M	57
	Mississippi														
58	Clarksdale	10,043	Parent Teacher Association	1	2	....	....	....	59.50	405.50	....	405.50	465.00	M	58
59	Columbus	10,743	Y. M. C. A.	....	....	....	2	....	....	....	....	....	....	P	59
60	Jackson	48,282	Recreation Association	....	4	....	10	....	1,000.00	475.00	135.36	610.36	1,610.36	M&P	60
61	Mendenhall	700	Mothers' Club	....	1	....	....	....	....	75.00	....	75.00	75.00	P	61
62	Vicksburg	22,943	Park Commission	3	....	....	....	4,000.00	1,900.00	1,800.00	900.00	2,700.00	7,700.00	M	62

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No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	2	8			10	278,873	2				1	9			2	32,699	1	47,016	1		4		20		1	E. C. Dayton	1
a																										William W. Norton	a
2				1	1	10,000					1	1	1	4,000									2	2,500	1	A. R. Watson	2
3		18			18		2					10			2		2	[16]63,811			7	750,000	27			U. M. Lowing	3
a									40	38,000																W. Guy Morrison	a
4		3			3	49,750					3	1											12			Forrest Geary	4
5	1				1		1	155,136				2											6		1	George Elworthy	5
a													1								2		4			A. J. Garska	a
6		5			5	143,896			11	89,904	1	2							1	20,281			1	4,861		C. J. Reid	6
7		1	1		2		1	2,000			1	1											1	400		R. H. Brotherton	7
8	9				9	444,004	1		10		3	5							7				19			T. H. Fewlass	8
9		7			7	110,400			2	5,000		3	1										3		1	Leon N. Moody	9
10											1	3					1	50,000					8		1	L. W. Ambs	10
11		11			11	135,264			11	31,830	1	10	1	6,904	2	67,000			2	8,749			5	23,258		L. P. Moser	11
a							1																			E. M. Barnes	a
12		5			5						2	5											2			George A. Graham	12
13		17			17	209,445			10			5			2		2	[16]55,000			1	31,523	25	105,000	2	August Fischer	13
14		6			6						1	1	1										2			H. E. Waits	14
15		2			2							2	2				1						6			B. Klager	15
16		1			1																					Mrs. C. H. Hall	16
17							1	1,000																		John L. Silvernale	17
18		2			2	19,855	1	93,956	2	4,518	4	2											7	3,263	1	Charlotte Conley	18
19									4		2	1							1				2			B. M. Hellenburg	19
20		4			4	44,400			1	2,500	4	3							1	450			3	1,800		Walter A. Olsen	20
21											2	2									1					N. K. Willman	21
22		1	2		3				1	5,000	1	1			1								1		1	F. W. Crawford	22
23	2	1	1		4		2		1			1											1			W. J. McDonald	23
24		5			5				11	10,000		2	1	5,000	2								4	20,000		P. C. Allison	24
a		1			1								1				1									William Johnson	a
25		3			3	56,000			2			2							1				4			Frank Weeber	25
26		7			7	38,675																				John J. Baldwin	26
27											3	15									1	90,000			1	William P. Light	27
28		3			3	39,000			2	1,000	1	1	1	10,000					1	1,000			1	800		Chester A. Rydeski	28
29		3			3	91,384			4	40,000		3							1							William E. Foy	29
30		1			1	6,000							1	14,500									6	100	1	C. C. Ludwig	30
31													1										4			Phil J. Noonan	31
32		4			4	34,242	1				1	1	1										4			Carl G. Giffei	32
a							2																			Joseph Gasper	a
33		2	1		3	6,000			2	520	6	7	3	2,000					2	600			12	1,000		H. W. Dutter	33
34	1	5			6	21,031					1	3									1	7,000	3		1	Lloyd Ostrander	34
35	1	14			15	457,546	1		30	144,001	3	9			1	14,737	1	27,847	1	9,077			9	15,900		K. M. Harris	35
36		2		4	6		1	90,000			1	1	2						1				4			Ray Hoefler	36
37													1		1											Maurice Levaat	37
38													1													R. H. Towne	38
39		3			3						1	1									1					A. T. Van Dijk	39
40											1	1	1		1						1		3		1	P. R. Cosgrove	40
41		13			13	85,081			9	40,491			1													Jess T. Porteous	41
42		1			1	800						1	1													George Johnston	42
43												2	1	5,000	1	300										H. V. Fick	43
44		1			1	7,792																				Mrs. John Ormond	44
45												1	1		2						1		1			W. E. E. Greene	45
46		33			33	2,002,711			16	270,000		34	13	3,680,000			4	153,496			1		175	750,000	14	K. B. Raymond	46
a		10			10	71,033																				R. C. Tapp	a
47									3	225	1	2							1	450						O. H. Whitehead	47
48		2			2	6,750					1	1											2	135		Judd F. Gregor	48
49		1			1	15,000					1	3	1								1	6,000			1	M. Todd Evans	49
50		2			2	15,500						1									1	12,089	6	2,500	1	J. F. Enz	50
51		6			6	43,768																	6			Paul F. Schmidt	51
a												1					1	15,000			2		4			Art Nachreiner	a
52		6			6	61,394					4	3	1		1				3				6			Grace M. Atkinson	52
53	8	6		17	31	2,916,046	8		5		5	25	1	133,506			3	173,935					111	43,683	2	Ernest W. Johnson	53
54		2			2	8,000																	2	300		James E. Hunt	54
55		2			2	8,000					2															G. D. Robbins	55
56		3			3	53,444					1								2	10,505						L. G. Hurst	56
a													1		1								5		1	A. E. Bickford	a
57													1	12,334												Max Conrad	57
58		3			3	3,500			1	1,200	1	1							1				6		2	Mrs. Robert S. Ralston	58
59		1			1	6,850					1	1	1													Earle L. Whittington	59
60		4			4	32,818						4											5			Ruth O. Beeson and J. J. Halbert	60
61		1			1																					Mrs. John D. Smith	61
62	1	3			4	15,000	2	6,000			2	2									1	3,000	4	3,000	1	J. C. Hamilton	62

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No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	Paid Workers Exclusive of Caretakers: No. of Women	Paid Workers Exclusive of Caretakers: No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Expenditures Last Fiscal Year: Upkeep, Supplies and Incidentals	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Other Services	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: Total	Source of Financial Support†	No. of City
	Missouri														
1	Boonville	6,435	Kiwanis Club											P	1
2	Cape Girardeau	16,227	City of Cape Girardeau										1,300.00	M	2
3	Columbia	14,967	Park and Playground Board	1	7		2	27.69	222.50	242.00	16.50	258.50	508.69	P	3
4	Hannibal	22,761	Playground and Recreation Association		4		8			422.00	70.24	492.24	492.24	M&P	4
5	Joplin	33,454	Park Department	10				14,000.00	1,200.00		1,400.00	1,400.00	16,660.00	M	5
6	Kansas City	399,246	Board of Education	57	48	1	8		2,000.00	12,311.95	5,593.40	17,905.35	19,905.35	M	6
7	Mexico	8,290	Park Committee, City Council		2			600.00	75.00	250.00		250.00	925.00	M&P	7
8	Moberly	13,772	Park Board								450.00	450.00	450.00	M	8
9	St. Joseph	80,935	Board of Park Commissioners						5,150.90			8,000.00	13,150.90	M	9
			Recreation Section, Division of Parks and Recreation	97	137	39		100,000.00					[38]100,000.00	M	10
			Board of Education	116	222				5,639.00	106,651.50	10,660.50	117,312.00	122,951.00	M	a
10	St. Louis	821,960	Park and Playground Association[39]	1	1	2							9,622.40	P	b
			Dramatic League[40]		10	2							3,000.00	P	c
			Wesley House	2	2	2	45		4,000.00	5,100.00	4,900.00	10,000.00	14,000.00	P	d
			Board of Education	1					60.00	555.00		555.00	615.00	M	11
11	Sedalia	20,806	Park Commissioners										6,026.57	M	a
12	Springfield	57,527	Public Park Board		10			211.74		500.00	730.00	1,230.00	1,441.74	M	12
13	University City	25,809	Park Department	16	8			4,908.62	5,159.29	2,778.21	9,138.28	11,916.49	21,984.40	M	13
	Montana														
14	Anaconda	12,494	City Playground Association	1	1		40		1,620.30			1,316.67	2,936.97	M	14
15	Bozeman	6,855	Board of Public Recreation	1	1				132.62	1,000.00	801.00	1,801.00	1,933.62	M&P	15
			Park Board	3	1		2	450.00	700.00	1,200.00	1,250.00	1,450.00	2,600.00	M	16
16	Glendive	4,629	Board of Education	2					1,500.00	400.00		400.00	1,900.00	M	a
17	Great Falls	28,822	Playground Association	1	1		60		650.00	500.00		500.00	1,150.00	P	17
18	Havre	6,372	City of Havre	1					960.70	300.00	240.00	540.00	1,500.70	M	18
19	Livingston	6,391	Park Commission					1,350.00	231.60		1,506.59	1,506.59	3,088.19	M	19
20	Missoula	14,657	Board of Public Works	3	1		6	600.00	450.00			725.00	1,775.00	M	20
	Nebraska														
21	Auburn	3,068	Park Department											M	21
22	Beatrice	10,297	Park Board	6	1			50,000.00					58,500.00	M	22
23	Blair	2,791	Board of Park Commissioners	2					900.00		1,200.00	1,200.00	2,100.00	M	23
24	Crete	2,865	City Council	1	1		2			150.00		150.00	150.00	M	24
25	Kearney	8,575	Park Commission	1					1,575.00	225.00	1,200.00	1,425.00	3,000.00	M	25
26	Lincoln	75,933	Recreation Board	4	16								28,000.00	M	26
27	Neligh	1,649	City of Neligh	1									100.00	M	27
			Department of Parks and Public Property					900.00	36,950.55			32,149.10	69,999.65	M	28
			Department of Finance, Building and Maintenance	3	1				1,035.00			1,746.00	2,781.00	M	a
			Recreation Committee, Council of Social Agencies		1				25.00			1,200.00	1,225.00	P	b
28	Omaha	214,006													
29	St. Edward	1,031	City Council	2	2				1,000.00	885.00	500.00	1,385.00	2,385.00	M	29
	Nevada														
30	Reno	18,529	Park Department						100.00		3,726.40	3,726.40	3,826.40	M	30
	New Hampshire														
31	Claremont	12,377	Playground Commission		2			300.00	200.00	295.00	3,205.00	3,500.00	4,000.00	M	31
32	Concord	25,228	Playground Committee of City Council	10	9			872.00	1,428.29	3,028.26	725.73	3,753.99	6,054.28	M	32
			Park and Playground Commission	1	3			4,300.00	600.00	900.00	200.00	1,100.00	6,000.00	M	33
			Neighborhood House Association, Inc.		2		40						4,030.45	P	a
33	Dover	13,573	Lothrop Memorial Hall				32						1,400.00	P	b
34	Laconia	12,471	Park Commission	3	3			3,850.00		820.00	660.00	1,480.00	5,330.00	M&P	34
35	Lancaster	2,500	Spending Committee, Colonel F. L. Towne Home	1	2								23,139.49	M	35
36	Lebanon	7,073	Center Community Building Association	2		1	3	350.00	1,000.00	2,400.00	750.00	3,150.00	4,500.00	P	36
37	Manchester	76,834	Park and Common Commission	8	9				719.72	4,685.66		4,685.66	5,405.38	M	37
38	Nashua	31,463	Recreation Commission	10	8				783.03	2,361.87	689.84	3,051.71	3,834.74	M	38
39	Pittsfield	2,000	School Board	1	1			25.00	110.00	325.00	260.00	585.00	720.00	M&P	39
40	Rochester	10,209	School Board	1					10.00	160.00		160.00	170.00	M	40
41	Somersworth	5,680	Noble Pines and Playground		1				130.10	150.50	532.50	683.00	813.10	M	41
	New Jersey														
42	Allenhurst	573	Board of Commissioners	2									15,782.69	M	42
43	Avalon	5,000	Fun Chase Playground Committee		2								1,500.00	M	43
44	Belleville	26,974	Recreation Commission	3	2	1	12		1,504.94	2,725.00	765.00	3,490.00	4,994.94	M	44
45	Bloomfield	38,077	Board of Recreation Commissioners	23	12	2	2	3,600.00	4,800.00	17,250.00	2,000.00	19,250.00	27,650.00	M&P	45
46	Bridgeton	15,699	Johnson Reeves Playground Association		1			69.81	86.79	240.00		240.00	396.60	P	46
47	Burlington	10,844	Playground and Recreation Committee		4		1			250.00		250.00	250.00	M	47
48	Camden	118,700	Department of Parks and Public Property	15	20				610.00	5,420.00		5,420.00	6,030.00	M	48
49	Cranford	11,126	Recreation Commission		4			150.00	160.00	600.00		600.00	910.00	M	49
50	East Orange	68,020	Board of Recreation Commissioners	9	12	1	125		11,596.73	13,314.40	24,026.25	37,340.65	48,937.38	M	50
51	Elizabeth	114,589	Recreation Commission	44	42	2	126	6,776.94	10,166.65	25,999.00	5,457.09	31,456.09	48,399.68	M	51
			School Board	5	1				350.00	1,800.00		1,800.00	2,150.00	M	52
52	Englewood	17,805	Social Service Federation	8	3	4	23	3,426.00	1,340.00	15,092.00	1,932.00	17,024.00	21,790.00	P	a
53	Essex County	833,513	Essex County Park Commission[41]	21	32					12,513.20	41,725.35	54,238.55	54,238.55	C	53
54	Glen Ridge	7,365	Playground Committee	2			21	3,200.00	400.00	400.00	350.00	750.00	4,350.00	M&P	54
55	Hackettstown	3,038	Board of Education	1			1	324.59	5.11	200.00		200.00	529.70	M	55
56	Harrison	15,601	Board of Recreation Commissioners	6	3			25,000.00	800.00	500.00	5,200.00	5,700.00	31,500.00	M	56
57	Hoboken	59,261	Department of Parks and Public Property	8	6	14	5		2,800.00	20,500.00	4,500.00	25,000.00	27,800.00	M	57
58	Hudson County	690,730	Hudson County Park Commission[42]											C	58
59	Irvington	56,733	Department of Public Recreation	10	12	1	98		1,800.00	8,360.00		8,360.00	10,160.00	M	59
60	Jersey City	316,715	Department of Parks and Public Property	26	20	18		100,000.00	150,000.00	200,000.00		200,000.00	450,000.00	M	60

RECREATION STATISTICS FOR 1932

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1												1									1	1,000				O. F. Kelley	1
2																					1	5,000	1			Edward L. Drum	2
3		5			5	[10]10,108																				M. C. Kerth	3
4		7			7	14,895					1	1														T. T. McKinney	4
5							1					2	1				1	42,400			5	98,000	5			L. B. Cook	5
6			40		40	251,708			48	238,593									5	530,908						Alfred O. Anderson	6
7		2			2																				1	J. Harrison Brown	7
8													1													A. C. White	8
9											1	1					1	4,364			1	39,479	8		2	Viola Burt	9
10					32	1,540,922	4	718,011			3	41			1		1		3		2		99			R. W. Tapperson	10
a		59			59	354,062			7																	George R. Johnson	a
b																										A. H. Wyman	b
c																										Gertrude Knott	c
d	1				1	51,863	1																			L. C. Gardner	d
11		1			1	6,000					1	1											4	2,000		Heber U. Hunt	11
a											2	1									1		2			Percy Metcalf	a
12		10			10				1			4									4		6		1	Elizabeth I. Cadle	12
13		7			7	52,910						3			1								16		1	Paul F. Vander Lippe, Jr.	13
14		2			2	6,000			1	300	2	5					1				1		3		1	D. H. Beary	14
15	1				1		1																4		1	G. O. Arnold	15
16		2			2		2		3		1	1	1				1				1		1			Ray G. Lowe	16
a									1	650	1															G. E. Kidder	a
17		1		20	21						21	5														Thomas S. M. Lease	17
18		2			2	4,450					2										1	23,140	5			E. Sandquist	18
19											1	1	1	2,500									3	900		T. A. Ross	19
20																					1				1	W. H. Swearinger	20
21											1	1			1		1				1		1		1	Park Superintendent	21
22		5			5																		5			E. T. Weekes	22
23																					1					Reed O'Hanlon	23
24																					1					Donald G. Smith	24
25		1			1	110,000						1											8	11,000	1	W. T. Souders	25
26		15			15	104,722						8			1	15,000	2	35,000			1	56,000				James C. Lewis	26
27											1	1									2					Leo C. Hewitt	27
28											3	17	1		2		1				6		21			Maude E. Rodgers	28
a							2																			Harry Stevenson	a
b									14																	Mrs. Fred Rankin	b
29		2			2	12,500					1	1									1		2		1	Harry P. Knudson	29
30																					1		12		1	H. Dieterich	30
31	2				2	60,000	3	9,000			4	2											9			R. G. Blanc	31
32	1	8			9	120,000	1	54,000			2	8	1		1								10			John T. Prowse and Clarence I. Tebbetts	32
33		2			2	4,050					3	3			1						1					Dorothy Williams	33
a									1	7,877																Edith G. Brewster	a
b							1	2,500																		R. L. Thornton and H. E. Kimball	b
34		3		2	5	25,000	2				3	3	2								2		4			C. E. Rowe	34
35		1			1		1				2	2			1						1					Allen L. Moore	35
36							1	21,600																		Willis F. Hough	36
37		7			7		3					7	2		1								4		1	Frank C. Livingston	37
38		6			6	41,562						3									1		6			R. A. Pendleton	38
39		1			1						1	1									1		3			L. B. Badger	39
40		1			1	7,000						1	1										2			William H. Baker	40
41		1			1						1	1											2			Fred K. Wentworth	41
42																					1					Margaret D. Pyle	42
43		1			1				1																	Mrs. Joseph H. Gaskill	43
44		4			4	[10]50,812	1	23,234	3	25,634		4											2	7,445		Robert A. Nebrig	44
45	3	3		6	12	197,000	2		1		3												4			C. A. Emmons, Jr	45
46		1			1							1														Estelle T. French	46
47		4			4	12,960																				George C. McKann, Jr	47
48		19			19	179,036					3	10									2		14		4	Phillips R. Brooks	48
49		3			3	15,932					3															Mrs. Alma K. Breck	49
50		8			8	1,288,844	3	22,000			4	7											25	426,000		John M. Rowley	50
51	7	18			25	1,062,700			9	83,961	3	7									1	117,123			4	Claude A. Allen	51
52		5			5						2	5							1				6		1	Winton J. White	52
a							1	28,014	5	10,417																Anne F. Smith	a
53		31			31						6	33			1	43,654	1	50,693					193	226,028		David I. Kelly	53
54		6			6				4	1,800	1	1														Clifford Brown	54
55		1			1	5,880					1	1	1								1					V. C. Brugler	55
56				3	3	13,000					2	2														H. George Hughes	56
57	6				6	806,785	1	30,000				2														Julius Durstewitz	57
58											6	23									4		73			Leo S. Sullivan	58
59		4			4	52,600	1	1,224	8	16,100		1											15	16,200	3	Philip LeBoutillier	59
60	5	11			16	625,000					1	10											23	40,000		Frank A. Deisler	60

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	New Jersey—Cont.													
1	Kearny	40,716	Recreation Commission	15	6	1			2,093.11	3,580.00	6,226.50	9,806.50	11,899.61	M	1
2	Leonia	5,350	Board of Education and Borough Council	1	1		2		115.00	485.00		485.00	600.00	M	2
3	Long Branch	18,399	Department of Parks and Beaches; Broadway Pre-School Parent Teacher Association	1			5		200.00	250.00		250.00	450.00	M&P	3
					2		2	48.00	17.00	199.00	6.50	205.50	270.50	P	a
4	Maplewood	21,321	Engineering Department	4	4				350.00	1,900.00	450.00	2,350.00	2,700.00	M	4
5	Millburn	8,500	Township Recreation Department	9	5	1			3,185.00	5,065.00		5,065.00	8,250.00	M	5
6	Montclair	42,017	Board of Education	5	4		6		165.71	1,980.00		1,980.00	2,145.71	M	6
7	Moorestown	7,000	Township Recreation Commission	4	3	3	79	772.84	5,981.79	4,899.38	4,526.92	9,426.30	16,180.93	M&P	7
8	Mount Tabor	1,200	Camp Meeting Association		1				75.00	125.00		125.00	200.00	P	8
9	Newark	442,337	Recreation Department, Board of Education	111	55	59	14	53,186.00	89,463.67	177,564.00	14,000.00	191,564.00	334,213.67	M	9
10	New Brunswick	34,555	Commissioner of Parks and Playgrounds	7	5				1,000.00	2,400.00	100.00	2,500.00	3,500.00	M&P	10
11	North Plainfield	9,760	Recreation Commission	2	2			70.00	222.00	828.00		828.00	1,120.00	M	11
12	Orange	35,399	Department of Parks and Public Property	19	9				5,000.00	5,000.00		5,000.00	10,000.00	M	12
13	Passaic	62,959	City Recreation Department	17	15	2	20		1,461.00	9,800.00	227.00	10,027.00	11,488.00	M	13
14	Passaic County	302,129	Passaic County Park Commission[43]	3		1		7,890.92	26,715.76				2,752.27	37,358.95	C	14
15	Paterson	138,513	Board of Recreation	34	28	2			3,640.00	7,000.00	7,380.00	14,380.00	18,020.00	M	15
16	Perth Amboy	43,516	Department of Playgrounds and Recreation	56	45	2		1,000.00	7,000.00	9,000.00		9,000.00	17,000.00	M	16
17	Phillipsburg	19,255	Town of Phillipsburg	4						200.00		200.00	200.00	M	17
18	Plainfield	34,422	Recreation Commission	8	8	3	[45]10	430.00	1,775.00	8,880.00	1,415.00	10,295.00	12,500.00	M	18
19	Radburn	1,400	The Radburn Association	4	3	2	30		2,295.00	5,400.00		5,400.00	7,695.00	M	19
20	Rahway	16,011	Board of Education		1				160.18	300.00		300.00	460.18	M	20
21	Red Bank	11,622	Y. M. C. A.	1	2		4		150.00	350.00		350.00	500.00	M	21
22	Ridgefield Park	10,764	Department of Public Works	1	1				500.00	450.00		450.00	950.00	M	22
23	Riverton	2,483	Borough Property Committee	1	2				1,100.00	600.00		600.00	1,700.00	M	23
24	Rutherford	14,915	Lions Club	2	2					280.00	38.75	318.75	318.75	M&P	24
25	Salem	8,047	Playground Committee of Woman's Club		2				20.00	120.00	6.00	126.00	146.00	P	25
26	Somerville	8,255	Recreation Association	1	1									P	26
27	South Orange	13,630	Recreation Commission	3	3	1			5,000.00			4,310.00	9,310.00	M	27
28	School District of South Orange and Maplewood		Board of Education	8										M	28
29	Spring Lake	1,745	Memorial Community House		1	1	6		4,000.00	2,000.00		2,000.00	6,000.00	P	29
30	Summit	14,556	Board of Recreation Commissioners	4	3		5		5,967.48	1,872.00	10,160.52	12,032.52	18,000.00	M	30
31	Union County	305,209	Union County Park Commission[46]	41	19	2		50,258.13	58,738.65	26,528.79	58,905.86	85,434.65	194,431.43	C	31
32	West Orange	24,327	Department of Parks and Playgrounds	15	12	9			2,600.00			15,700.00	18,300.00	M	32
33	Woodbridge	25,266	Township Committee	1	1								5,000.00	M	33
	New Mexico														
34	Albuquerque	26,570	City of Albuquerque	1				2,691.79	2,997.29			2,574.13	8,263.21	M&P	34
35	Chimayo	325	Mission School		4	4	1							P	35
36	Dawson	2,600	Public Schools	1						300.00		300.00	300.00	M	36
37	Deming	3,377	City of Deming										600.00	M	37
	New York														
38	Albany	127,412	Board of Education; Inter-Racial Council, Inc.[17]	50	32	5		3,500.00		17,105.00		17,105.00	20,605.00	M	38
				1	1	1	4	2,000.00	2,069.86	1,125.00	3,200.80	4,325.80	8,395.66	P	a
39	Amsterdam	34,817	Recreation Commission	29	6	1	18	4,093.14	1,534.48	5,835.34	2,227.37	8,062.71	13,690.53	M	39
40	Auburn	36,652	Recreation Commission; Booker T. Washington Community Center[17]	5	6		10	700.00	900.00	940.00	260.00	1,200.00	2,800.00	M	40
				1	2	1	10		700.00	1,800.00	356.75	2,156.75	2,856.75	P	a
41	Ballston Spa	4,591	Woman's Club		1	1		300.00	250.00	850.00	100.00	950.00	1,500.00	M	41
42	Binghamton	76,622	Department of Parks and Recreation	24	9			50,000.00	6,469.00	7,925.00		7,925.00	64,394.00	M	42
43	Briarcliff Manor[48]	1,794	Park Department						828.15		1,451.50	1,451.50	2,279.65	M	43
44	Buffalo	573,076	Department of Parks, Division of Recreation; Board of Education	24	20	40		72,358.56	20,050.00	80,200.00	142,004.75	222,204.75	314,613.31	M	44
				51	44				2,500.00	26,962.00		26,962.00	29,462.00	M	a
45	Canandaigua	7,541	Board of Education	1	1					144.50		144.50	144.50	M	45
46	Chatham	2,424	Morris Memorial Community Center	1			5							P	46
47	Cohoes	23,226	Recreation Commission	13	18		5		300.00	3,549.00	144.00	3,693.00	3,993.00	M	47
48	Cooperstown	2,909	Village of Cooperstown	1			1	500.00		300.00	425.00	725.00	1,225.00	M&P	48
49	Corning	15,777	Board of Public Works	2	3				2,775.75			5,000.00	7,775.75	M	49
50	Cortland	15,043	Board of Education; City of Cortland	1					58.75	150.00	211.50	150.00	200.00	M	50
												211.50	270.25	M	a
51	Delmar	5,000	School Board	1	1									M	51
52	Dobbs Ferry[48]	5,741	School Board; Park Commission	2	2			150.00	40.00	750.00	12.03	762.03	952.03	M	52
				1	1			30,492.08	73.75	710.00	1,752.51	2,462.51	33,028.34	M	a
53	Dunkirk	17,802	Board of Education	5	4				80.00	1,413.00		1,413.00	1,493.00	M	53
54	East Aurora	4,815	Mother's Club	1	1				75.00	375.00		375.00	450.00	M	54
55	Eastchester[48]	20,340	Recreation Commission[49]	17	13	2	75		2,989.50	7,830.73	134.53	7,965.26	10,954.76	M	55
56	Elmira	47,397	City Recreation Commission	1			107			1,600.00		1,600.00	1,600.00	P	56
57	Erie County[50]	762,408	Erie County Park Commission										965.00	C	57
58	Floral Park	10,016	Park and Playground Commission	1					1,880.00	350.00	2,020.00	2,370.00	4,250.00	M	58
59	Geneva	16,053	Park Department	7	7					1,800.00	700.00	2,500.00	2,500.00	M	59
60	Glens Falls	18,531	Recreation Commission; Outing Club, Inc.	9	8	3		7,146.58	1,141.23	2,509.03	1,430.00	3,939.03	12,226.84	M&P	60
					3	[51]2		873.95	2,810.92	4,890.00	1,759.70	6,649.70	10,334.57	P	a
61	Gloversville	23,099	Board of Education	3	1				598.52	2,145.08	3,244.02	5,389.10	5,987.62	M	61
62	Great Neck	4,010	Board of Park Commissioners											M	62
63	Harrison[48]	4,580	Board of Education	2	2									M	63
64	Hartsdale[48]	1,600	School Board of Trustees		1				50.00	240.00		240.00	290.00	M	64
65	Hastings-on-Hudson[48]	7,097	Board of Education	3	1				50.00	500.00		500.00	550.00	M	65
66	Herkimer	10,446	Recreation Commission	4	3				377.57			917.50	1,295.07	M	66
67	Hornell	16,250	Department of Public Works	3	3			60.82	28.27	540.00	48.50	588.50	677.59	M	67
68	Hudson	12,337	Park and Playground Commission	2	8								1,200.00	M	68
69	Hudson Falls	6,449	Playgrounds Commission	1	1				357.85	282.00		282.00	639.85	M	69

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RECREATION STATISTICS FOR 1932

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	2	7	...	...	9	.....	1	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	2	T. N. Clark	1
2	...	1	1	...	2	6,280	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	Roy Nickerson	2
3	...	1	...	...	1	.....	...	.....	...	.....	...	...	2	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Dominic Grandinetti	3
a	...	2	...	...	2	620	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Avida D. Thompson	a
4	...	4	...	...	4	16,000	2	500	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	...	H. W. Heilmann	4
5	1	...	...	...	1	67,000	...	.....	4	.....	1	1	1	.....	...	.....	...	.....	...	.....	1	14,000	4	2,000	1	John F. Fox	5
6	...	5	...	...	5	62,574	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	7,791	...	Franklin G. Armstrong	6
7	3	4	...	...	7	13,269	2	57,302	4	4,820	1	2	...	.....	...	.....	...	.....	1	12,000	1	8,884	2	3,000	...	Robert L. King	7
8	...	1	...	...	1	1,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	George W. Earl	8
9	28	6	...	5	39	.....	...	.....	34	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Lewis R. Barrett	9
10	...	5	...	...	5	67,932	...	.....	...	.....	...	5	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	3	Mrs. Walter T. Marvin	10
11	...	2	...	...	2	49,560	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	3	1,200	1	Howard Krausche	11
12	2	5	...	...	7	70,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	1	.....	...	.....	10	.....	...	Carl F. Seibert	12
13	...	7	...	...	7	510,015	...	.....	4	31,846	1	6	...	.....	...	.....	...	.....	1	14,725	...	.....	15	22,944	2	Reeve B. Harris	13
14	...	1	...	...	1	43,615	...	.....	...	.....	...	...	1	.....	...	.....	[44]1	.....	...	.....	...	.....	4	.....	1	Frederick W. Loede, Jr.	14
15	...	27	...	...	27	500,000	...	.....	...	.....	...	7	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Alfred P. Cappio	15
16	...	11	...	4	15	282,000	1	20,000	4	40,000	...	3	1	.....	...	.....	...	.....	...	.....	...	.....	10	.....	2	Charles T. Kochek	16
17	...	3	...	...	3	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	John F. O'Donnell	17
18	...	6	4	...	10	184,717	...	.....	2	.....	...	...	...	.....	1	.....	...	.....	1	.....	...	.....	12	30,224	1	R. O. Schlenter	18
19	...	2	...	...	2	[19]13,026	1	3,740	2	15,046	2	1	...	.....	...	.....	...	.....	...	.....	2	45,000	4	2,500	...	R. B. Hudson	19
20	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	...	Arthur L. Perry	20
21	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	Richard T. Smith	21
22	...	1	...	...	1	10,125	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	...	Edwin S. Ferris	22
23	...	1	...	...	1	9,000	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	3	.....	...	J. Elmer Hahn	23
24	...	2	...	...	2	6,092	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	Albert Illinger	24
25	...	2	...	...	2	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Margaret M. Griscom	25
26	...	1	...	...	1	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Lancelot Ely	26
27	1	...	...	...	1	95,000	...	.....	...	.....	2	5	...	.....	...	.....	...	.....	...	.....	1	.....	20	.....	2	Joseph J. Farrell	27
28	...	...	...	8	8	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	...	John B. Bosshart	28
29	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Mrs. M. E. Simons	29
30	...	4	...	...	4	17,819	1	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	1	Mrs. H. B. Twombly	30
31	...	14	...	...	14	743,561	...	.....	...	.....	...	18	6	.....	...	.....	[44]1	.....	...	.....	2	[47]287,055	16	38,678	6	F. S. Mathewson	31
32	4	...	...	...	4	410,000	4	.....	...	.....	4	3	...	.....	...	.....	...	.....	...	.....	...	.....	9	.....	...	William J. Hulighan	32
33	...	1	...	...	1	.....	...	.....	...	.....	1	10	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	2	George R. Merrill	33
34	...	...	...	...	2	.....	...	.....	...	.....	...	1	1	57,486	...	.....	...	.....	...	.....	...	.....	...	.....	2	C. S. Edgar	34
35	1	...	...	...	1	.....	1	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Zoe Ellsworth	35
36	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	6,000	2	.....	...	G. L. Fenlon	36
37	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	4,000	...	.....	...	.....	1	3,500	1	500	...	George D. Robinson	37
38	5	21	...	...	26	750,000	...	.....	9	33,957	9	40	...	.....	...	.....	1	.....	3	.....	1	.....	57	.....	9	Frederick F. Futterer	38
s	...	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Loyse A. Trigg	a
39	1	6	1	...	8	301,123	...	.....	5	31,472	2	2	...	.....	...	.....	...	.....	...	.....	3	58,471	1	1,742	...	Allen T. Edmunds	39
40	...	7	...	...	7	45,000	...	.....	1	.....	1	4	1	.....	...	.....	...	.....	...	.....	...	.....	1	400	2	Mrs. Carl R. Brister	40
a	...	...	...	...	...	.....	...	.....	1	10,820	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Mrs. J. M. Pollard	a
41	1	...	...	...	1	10,000	1	20,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	1,000	...	Mrs. R. A. MacWilliams	41
42	...	6	...	...	6	450,000	...	.....	...	.....	...	8	3	.....	1	.....	...	.....	...	.....	...	.....	7	27,340	4	L. E. Barnes	42
43	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	19,293	3	.....	...	Alfred H. Pearson	43
44	3	20	...	...	23	4,120,225	5	.....	75	.....	2	44	1	281,700	2	91,939	2	124,814	...	.....	3	165,002	65	145,221	7	Joseph F. Suttner	44
s	...	30	...	...	30	398,404	...	.....	23	71,497	...	...	...	.....	...	.....	...	.....	10	.....	...	.....	...	.....	...	Carl H. Burkhardt	s
45	...	...	4	1	5	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	1	.....	...	.....	4	.....	...	F. E. Fisk	45
46	...	...	...	...	...	.....	1	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	William T. Holmes	46
47	...	7	...	...	7	[18]92,265	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	1	.....	5	.....	1	Helen G. Colloghan	47
48	...	1	...	...	1	20,000	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	Lester G. Bursey	48
49	...	1	...	...	1	.....	1	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	...	W. O. Drake	49
50	...	1	...	...	1	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	L. T. Wilcox	50
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	Francis J. Moench	a
51	...	1	...	...	1	5,400	...	.....	...	.....	3	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	Solon L. Butterfield	51
52	...	1	...	...	1	6,000	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	1,000	...	J. M. McGinniss	52
s	...	1	...	...	1	[19]22,749	1	564	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	3,380	1	Alexander Buncher	a
53	...	4	...	...	4	53,191	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	...	Karl Hoeppner	53
54	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	1	Mrs. A. E. Nield	54
55	...	3	...	3	6	55,979	1	17,688	7	14,794	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Vivian O. Wills	55
56	...	8	...	...	8	.....	...	.....	...	.....	1	10	...	.....	...	.....	...	.....	...	.....	...	.....	20	.....	...	Joseph F. Riley, Jr.	56
57	...	...	...	...	...	.....	...	.....	...	.....	4	6	2	.....	...	.....	...	.....	...	.....	1	.....	5	.....	2	Arthur B. Weaver	57
58	...	1	...	...	1	11,232	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	...	James H. Glenn	58
59	...	7	...	...	7	75,000	...	.....	...	.....	2	9	1	2,000	...	.....	...	.....	...	.....	...	.....	1	.....	...	W. A. Grascy	59
60	1	8	...	...	9	114,253	1	19,113	...	.....	2	3	1	31,199	...	.....	...	.....	...	.....	...	.....	4	.....	...	} Ruth Sherburne	60
a	...	...	...	2	2	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	}	a
61	1	2	...	...	3	19,923	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	50,000	6	.....	...	A. E. Severn	61
62	...	...	...	...	...	.....	...	.....	...	.....	2	2	1	.....	...	.....	...	.....	...	.....	...	.....	19	.....	1	J. C. Frank	62
63	...	2	...	...	2	.....	...	.....	1	10,000	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	George U. Hill	63
64	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	Marvin C. Williams	64
65	...	1	...	...	1	4,250	...	.....	1	1,000	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	John L. Hopkins	65
66	1	2	...	...	3	.....	...	.....	...	.....	3	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	Mrs. John Campbell	66
67	...	3	...	...	3	.....	...	.....	...	.....	1	2	2	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	F. H. Robinson	67
68	...	5	...	...	5	15,792	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Duncan S. MacDonald	68
69	...	1	...	...	1	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	David S. Fisk	69

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	No. of Women	No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Other Services	Total	Total	Source of Financial Support†	No. of City
	New York—Cont.														
1	Ithaca	20,708	Board of Education	8	9			1,510.04	86.83	5,518.13		5,518.13	7,115.00	M	1
			South Side Community Center[17]		1	1	5		1,129.50	770.00	40.00	810.00	1,939.50	M&P	
2	Jamestown	45,155	School Board	1				208.00	246.13	1,690.00		1,690.00	2,144.13	M	2
3	Johnson City	13,567	School Board	2	2				300.00	500.00		500.00	[57]800.00	M	3
4	Johnstown	10,801	Board of Education	1	4	1				1,500.00	2,268.93	3,768.93	3,768.93	M	4
5	Kenmore	16,482	Village Board of Trustees		2				1,768.09	910.00	360.28	1,270.28	3,038.37	M	5
6	LeRoy	4,474	Recreation Commission	2	1				200.00	500.00	50.00	550.00	750.00	M	6
7	Lynbrook	11,993	School Board		2								1,000.00	M	7
8	Mamaroneck[48]	11,766	Park Commission	6	2								1,970.42	M&P	8
9	Margaretville	800	Board of Education	1						105.00	10.00	115.00	115.00	M	9
10	Middletown	21,276	Recreation Commission	5	4				207.30	1,397.20	183.65	1,580.85	1,788.15	M	10
11	Monroe County[53]	423,881	Monroe County Park Commission											C	11
12	Montrose[48]	5,100	Board of Education				[54]3		300.00				300.00	M	12
13	Mount Kisco[48]	5,127	Recreation Commission	1	1				390.00	625.00		625.00	1,015.00	M	13
14	Mount Vernon[48]	61,499	Recreation Commission	54	25	6			9,970.00	23,840.00		23,840.00	33,810.00	M	14
15	Newburgh	31,275	Recreation Commission	11	14	2		58,427.60	3,297.10	9,921.00	9,894.40	19,815.40	81,540.10	M	15
16	New Rochelle[48]	54,000	Board of Education	34	25				353.10	8,575.82	847.50	9,423.32	9,776.42	M	16
			Bureau of Recreation, Department of Parks, Bronx	11	54	15	[54]24		6,700.00			51,515.00	58,215.00	M	17
			Department of Parks, Brooklyn	57	48	52	[54]28		7,500.00	106,840.00	240,000.00	346,840.00	354,340.00	M	a
			Recreation Bureau, Department of Parks, Manhattan	68	99	60	[54]140	7,600.00	500.00	147,140.00		147,140.00	155,240.00	M	b
			Bureau of Recreation, Department of Parks, Queens	6	6		[54]60		6,000.00	6,500.00		6,500.00	12,500.00	M	c
			Department of Parks, Richmond				[54]26	100,000.00	10,000.00				110,000.00	M	d
			Board of Education	993	1337	5			65,197.00	455,181.00	460,000.00	915,184.00	980,381.00	M	e
			Parks and Playgrounds Committee, Brooklyn	7	3	1			2,734.20	2,494.38	1,518.50	4,012.88	6,747.08	P	f
			Committee to Open Recreation Centers of Community Councils	9	5			7,000.00	441.01	2,665.61		2,665.61	10,106.62	P	g
17	New York City	6,930,446													
18	Niagara Falls	75,460	Recreation Commission	26	26	1				5,640.80		5,640.80	[55]5,640.80	M	18
			Community Center[17]	1	1	1		600.00		1,980.00	588.00	2,568.00	3,168.00	P	a
19	North Tarrytown[48]	7,417	Recreation Commission	3	3	2		200.00	500.00	2,300.00		2,300.00	3,000.00	M	19
20	Olean	21,790	Board of Education	2	8				572.00	1,253.70	646.15	1,899.85	2,471.85	M	20
21	Oneida	10,558	Commission of Parks and Playgrounds	1	3				1,800.00	900.00	800.00	1,700.00	3,500.00	M	21
22	Oneonta	12,536	Board of Education	6	4				250.00	1,250.00		1,250.00	1,500.00	M	22
23	Ossining[48]	15,241	Recreation Commission	9	11	1	[54]5		3,618.00	4,200.50	1,313.50	5,514.00	[56]9,132.00	M	23
24	Patchogue	6,860	Village Board of Trustees						1,297.41			723.74	2,021.15	M	24
25	Peekskill[48]	17,125	Board of Education	7	6				347.53	3,290.34		3,290.34	3,637.87	M	25
26	Pelham[48]	11,851	Board of Education	2	1								2,500.00	M	26
27	Pleasantville[48]	4,540	Board of Education		2									M	27
28	Port Chester[48]	22,662	Recreation Commission	24	10	1	25		1,650.28	5,184.75	1,251.22	6,435.97	8,086.25	M	28
29	Port Jervis	10,243	Board of Education	4	1			500.00	200.00	2,200.00		2,200.00	2,900.00	M	29
30	Poughkeepsie	40,288	Board of Education	2	20			731.51	1,655.53	3,369.00	1,686.00	5,055.00	7,442.04	M	30
			Board of Public Works					72,000.00	3,500.00				75,500.00	M	a
31	Rhinecliff	400	Morton Memorial Library and Community House		2	1		2,500.00	100.00	1,830.00	120.00	1,920.00	4,520.00	P	31
32	Rochester	328,132	Park Bureau	56	89	10			20,587.18	23,255.93	94,331.16	117,587.09	138,174.27	M	32
33	Rockville Centre	13,718	School Board	3					150.00	1,170.25		1,170.25	1,320.25	M	33
34	Rome	32,338	Department of Public Works	12	10			500.00	950.00	3,700.00	2,500.00	6,200.00	7,650.00	M	34
35	Scarsdale[48]	9,690	Board of Education	4	7								[52]2,000.00	M	35
36	Schenectady	95,692	Department of Public Works	25	20			400.00	1,850.00	7,500.00	250.00	7,750.00	10,000.00	M	36
			Department of Public Instruction	3	3								3,000.00	M	a
37	Sea Cliff	3,456	Village of Sea Cliff	1										M	37
38	Solvay	7,986	Board of Education	1						200.00		200.00	200.00	M	38
39	Syracuse	209,326	Department of Parks	51	23	2		500,000.00	2,500.00	16,739.56	46,000.00	62,739.56	565,239.56	M	39
			Dunbar Association, Inc.[17]	3	2	1	9	300.00	1,200.00	2,910.00	121.00	3,031.00	4,531.00	P	a
40	Tarrytown	6,841	Recreation Commission	5	3	1	7		1,165.64	2,327.85	33.33	2,361.18	3,526.82	M&P	40
41	Troy	72,763	Recreation Department	15	12	2							46,229.00	M	41
42	Utica	101,740	Department of Recreation	38	35	1		173.69	2,463.47	9,579.00	604.00	10,183.00	[58]12,820.16	M	42
43	Watertown	32,205	Department of Public Works	13	6					3,020.00		3,020.00	[59]11,470.00	M	43
44	Watervliet	16,083	Bureau of Playgrounds	15	26			270.00		1,480.00		1,480.00	1,750.00	M	44
45	Westfield	3,466	Playground Board	1			8		250.00	250.00		250.00	500.00	M&P	45
46	Westchester County	520,947	Westchester County Recreation Commission[60]	53	45	9	19		120,985.00	36,230.00	26,573.00	62,803.00	183,788.00	C&P	46
			Westchester County Park Commission[61]					118,865.00	856,029.00				974,894.00	C	a
47	White Plains[48]	35,830	Board of Education	4	6			1,000.00	500.00	2,000.00	500.00	2,500.00	4,000.00	M	47
48	Yonkers[48]	134,646	Community Service Commission	[62]60	[62]84	16	16		14,632.00	42,726.00	15,232.50	57,958.50	72,590.50	M	48
	North Carolina														
49	Asheville	50,193	Department of Public Works	35	3								45,000.00	M	49
50	Canton	5,117	Champion Y. M. C. A	1			2						400.00	P	50
51	Charlotte	82,675	Park and Recreation Commission	4	15	1	30	8,017.65	7,400.45	6,827.11	9,473.23	16,300.34	[63]31,718.44	M	51
52	Concord	11,820	Community Recreation Council		2				50.00	200.00		200.00	250.00	P	52
53	Durham	52,037	City Recreation Department	11	10	3	42		2,740.00	6,150.75	2,412.00	8,562.75	11,302.75	M&P	53
54	Gastonia	17,093	Committee of City Council					7,500.00					7,500.00	M	54
55	Goldsboro	[64]14,985	Wayne County Memorial Association	3	1	1		120.00	1,251.60	2,400.00	1,219.00	3,619.00	4,990.60	M&P	55
56	Hendersonville	5,070	School Board				5	100.00	75.00			200.00	375.00	M	56
57	High Point	36,745	City of High Point	1	1			1,250.00	3,875.00	280.00	7,000.00	7,280.00	12,405.00	M	57
58	Montreat		Program Committee, Montreat Conference	2	3			125.00	150.00	1,300.00		1,300.00	1,575.00	P	58
59	Roanoke Rapids	3,404	Public Schools	2	3					150.00	350.00	500.00	500.00	M	59
60	Smithfield	2,543	Woman's Club				25	50.00					50.00	M	60
61	Winston-Salem	75,274	Department of Physical Education and Recreation, School Board	9	5			100.00	2,470.00	1,465.00	2,680.10	4,145.00	6,715.00	M&P	61
	North Dakota														
62	Bismarck	11,090	Board of Recreational Activities	5	1	1	10	4,294.75	17,471.52	3,600.00	2,123.00	5,723.00	27,489.27	M&C	62
63	Devils Lake	5,451	Park Board										[65]12,000.00	M	63
64	Fargo	28,619	Park Board	4	8				4,344.90	3,595.00	10,218.05	13,813.05	18,157.05	M	64

RECREATION STATISTICS FOR 1932

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1					12	40,043			3	5,800	2	3	1										4			E. E. Bredbenner	1
a		1			1	800			1	800																Jessie B. Cooper	a
2		9			9						4	3											15			H. T. Watson	2
3		2	5		7		1	4,000			2	4									1	20,000	4	18,000	1	C. Z. Eccleston	3
4	1	2			3	16,000	1		1		3	1											7		1	Ruth V. Amos	4
5		1			1																					Walter Ducker	5
6		1			1	5,000					1	3									1		4			Edward J. Reifsteck	6
7		2			2						2	2														James J. Carter	7
8		2			2	47,929					1	2	1	23,466									6	3,429		George E. Graff	8
9		1			1	630						1									1					Robert Marsh	9
10		4			4	34,818																	2			Frederic P. Singer	10
11											1		1				1	11,556					4			H. W. Pierce	11
12		4			4				1		2	4											1			Frank G. Lindsey	12
13		1			1		1					1											1			Frederick C. Siggelkow	13
14					16	158,910			17	78,413		3											2			R. Walter Cammack	14
15	1	1		1	3				1	1,000		7									1		8		1	Douglas G. Miller	15
16		12			12	[16]73,232			12		1	7											6			Edward A. Wilson	16
17	9	20			29		5				3	41	2	150,000			3	286,220			1		85		3	John J. McCormack	17
a	34	9			43	[7]2307552	16				2	51	5	200,000	1	6,000	1	59,547			1	28,367	378	74,660	5	John J. Downing	a
b	51	13			64	15,725,211			9	703,685	22	31											47	22,600	14	James V. Mulholland	b
c	30	10			40		3	2,000			2	24	2				2						42		3	John F. Murray	c
d							1	30,000				10			1		1	[16]100,000			1	96,000	14	100,000	1	Frederick H. Gross	d
e		474			474	10,915,494			118	4,435,933									31	443,140						Eugene C. Gibney	e
f	1	6			7						1	1														Evelyn R. Meyera	f
g		7			7																					Frank P. Beal	g
18		12			12	150,000						3					1						14		1	Victor de Wysocki	18
a									1	20,000																J. M. Pollard, Sr	a
19		2			2	15,000			7																	Earl Brooks	19
20		8			8	100,134					1	3									1	27,584	6	4,200		William C. Greenawalt	20
21		5			5	60,000					2	3											5	2,000		Harold E. Klue	21
22		5			5	15,000	2	5,000			1	1									1	15,000	5	5,000	1	W. Edwin Long	22
23		6			6	84,000	2	225,000			1	1											5	11,300		Mary M. Halpin	23
24													1													John P. Losee	24
25		5			5	85,833			5										1	9,406					1	P. R. Spencer	25
26		1			1	8,250					1	1														J. C. Brown	26
27		2			2						2	2									1					R. W. Bell	27
28	3	4			7	141,213			6	14,363													4	4,075		Doria E. Russell	28
29					6				2	1,300	2	2									1	2,000	6	2,000		A. H. Naylor	29
30	2	4			6	52,000					2	3											6	15,000	1	Sam J. Kalloch	30
a															1						1		3			Thomas F. Lawlor	a
31		1			1		1	10,000																		Harriet E. Woolley	31
32		8		24	32	1,524,237			3		11	27	2	138,330			3	172,712	1	145,921	2	138,936	44	50,000	3	Gertrude M. Hartnett	32
33		1		1	2				3			1											3			F. B. Watson	33
34		5			5	126,500						5									2		14	1,296		Charles T. Lanigan	34
35		3	1		4				4																	Clinton L. Leonard	35
36		7			7						1	4	2								2		26		1	J. Harold Wittmer	36
a			20		20						6	10	1								1		40		1	John E. Burke	a
37											1	1	1													John H. Dickaon	37
38											1															Anna L. Murtagh	38
39		20			20	[10]967,882	15		11	35,340	20	20			2	19,430					11	420,699	79	86,027	3	Bertha R. Downes	39
a		1			1	6,557			1	22,405																Golden B. Darby	a
40		3			3	75,042	1	11,850	4	13,905																Mildred L. Wheeler	40
41		9			9	[9]158,438	1	6,000				3			1	8,012					1	43,807	25	45,000	2	Paul J. Lynch	41
42		13			13	193,635			9	28,587	2	9					1						36		3	M. Esthyr Fitzgerald	42
43		4			4	45,216					1	3									2		10		1	William I. Graf	43
44		4			4	6,000					4	4														Frank T. Mahar	44
45		1			1	10,000					1	1											1	1,000		S. C. Weir	45
46		12			12	60,000			2	56,000	2	2											2			George Hjelte	46
a												12	5				4				3		6		1	Stanley W. Abbott	a
47		5			5	[10]21,262					5	5														Frank B. McGovern	47
48	11	16			27	640,000	5	5,000	21	96,800	1	6							2	604			19	54,000		James F. McCrudden	48
49		9			9						3	2					1		3				3		3	Weldon Weir	49
50		1			1	52,500						1											1	1,112		G. C. Suttles	50
51		14			14	207,396			1	40,000	1	6					1	17,967					12	24,000	1	Walter J. Cartier	51
52		2			2	[10]6,750						1													1	S. G. Hawfield	52
53	1	13			14	117,965	2	5,280	5	4,050	3	5							1	16,885	2	13,681	11	3,580	4	C. R. Wood	53
54											1	2			1								8			William L. Balthis	54
55							1	106,884																		R. C. Robinson	55
56			2		2		1		1		2	1											2			F. M. Waters	56
57	1				1	8,960						6			1	16,448										W. F. Bailey	57
58		2			2		3	300				1	1								1		5			S. L. Woodward	58
59		3	1		4						2	2							1				4			C. W. Davis	59
60	1				1	3,500																				H. N. Massey	60
61		8			8	148,549			1		3	13							2	15,680	3	41,633	70		1	Loyd B. Hathaway	61
62		3			3		1	20,000			2	5									1	31,000	2	2,000		John W. Reel	62
63																										Noel Thoralson	63
64		6			6	36,069						2					1	18,747	2	14,869			8		2	F. G. Storrs	64

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	N. Dak.—Cont.													
1	Grand Forks	17,112	Board of Park Commissioners	1	1				20.52	400.00		400.00	420.52	M	1
2	Lisbon	1,650	Park District	1									250.00	M	2
3	Mandan	5,037	Park Commission						3,444.95				3,444.95	M	3
4	Valley City	5,268	City of Valley City											M	4
	Ohio														
5	Akron	255,040	Board of Education	8	6		24		1,200.00	1,800.00	2 000.00	3,800.00	5,000.00	M&P	5
			Park Department										[66]35,000.00	M	a
6	Athens	7,252	Physical Education Department, Ohio University	1			30							P	6
7	Bluffton	2,035	Board of Education	1					10.00	50.00	132.00	182.00	192.00	M	7
8	Bowling Green	6,688	City of Bowling Green						721.10		240.00	240.00	961.10	M	8
9	Bucyrus	10,027	Playground Commission				2							P	9
10	Canton	104,906	Recreation Board, City School District	35	2	3			2,559.71	7,685.02		7,685.02	[67]10,244.73	M	10
11	Celina	4,664	Civic Clubs	1									300.00	P	11
12	Chillicothe	18,340	Board of Park Commissioners	1	1				200.00	400.00	100.00	500.00	700.00	M&P	12
13	Cincinnati	451,160	Public Recreation Commission	216	87	13	305	74,928.98	32,227.54	75,367.96	39,075.26	114,443.22	[68]221,599.74	M	13
			Board of Park Commissioners	1									[70]11,823.90	M&P	a
14	Cleveland	900,429	Division of Recreation, Department of Parks and Public Properties	331	80	34	2	216,074.00	22,987.00	56,822.00	145,000.00	201,822.00	440,883.00	M	14
			Department of Community Centers and Playgrounds, Board of Education	171	235	1	3		12,753.64	53,045.77	11,228.08	64,273.85	77,027.49	M	a
			Hiram House	12	4		90		785.00	2,725.00		2,725.00	3,510.00	P	b
15	Cleveland Metropolitan Park District[71]	[3]1,250000	Park Board											M	15
16	Cleveland Heights	50,945	Division of Public Recreation, School Board	56	45	2	15		2,072.44	17,742.15	2,199.25	19,941.40	22,013.84	M	18
17	Columbus	290,564	Division of Public Recreation and Park Department	94	21	4	32	40,699.00	47,005.92	17,834.00	10,626.00	28,460.00	[72]116,164.92	M	17
18	Conneaut	9,691	American Legion				3		1,200.00				1,200.00	P	18
19	Crestline	4,425	Chamber of Commerce and Women's Club										790.00	M&P	19
20	Cuyahoga Falls	19,797	City Recreation Board					1,000.00	100.00		500.00	500.00	1,600.00	M	20
21	Daytoo	200,982	Bureau of Recreation, Division of Parks, Department of Public Welfare	3	2	5	48	10,703.72	21,319.02	19,532.41	59,757.27	79,289.68	111,312.42	M	21
22	Defiance	8,818	Men's East Defiance Booster Club	1	1				500.00	300.00	275.00	575.00	1,075.00	P	22
23	East Cleveland	39,667	City of East Cleveland	[73]23										M	23
24	East Liverpool	23,329	City Federation of Women's Clubs	1	1				25.00	200.00	25.00	225.00	250.00	P	24
25	Fremont	13,422	School Board	4	1				100.00	214.00		214.00	314.00	M&P	25
26	Lakewood	70,509	Department of Public Recreation, School Board	22	13	2			1,832.40	16,105.53		16,105.53	17,937.93	M	28
27	Lima	42,287	Department of Recreation	28	9		13	135.00	668.81	3,973.30	514.68	4,487.98	5,291.79	M	27
28	Lorain	44,512	City of Lorain											M	28
29	Mansfield	33,525	Playground and Recreation Department	8	7				1,000.50	2,428.05		2,428.05	3,428.55	M	29
30	Marietta	14,285	Y. M. C. A.	4	1				225.00	370.00		370.00	595.00	P	30
31	Middletown	29,992	Park Board	3	1		10	6,000.00	1,200.00	700.00	4,316.00	5,016.00	12,216.00	M	31
32	Newark	30,596	Board of Education	4	1				544.21	1,489.77	2,182.21	3,671.98	4,216.19	M	32
33	Niles	16,314	Recreation Service	1	8	1	30		444.33	2,360.00		2,360.00	2,804.33	M	33
34	North Canton	2,648	Y. M. C. A.	1	1		20		742.00	115.00		115.00	857.00	P	34
35	Oakwood	6,494	School Board and Boy Scouts	1	1		16						240.00	M&P	35
36	Piqua	16,009	School Board	7	7		25		170.00	940.00		940.00	1,110.00	M&P	36
37	Portsmouth	42,560	Park Commission	4	1			2,265.00	200.00	750.00	2,785.00	3,535.00	6,000.00	M	37
38	Rocky River	5,632	Park Committee	1									1,089.24	M	38
39	St. Marys	5,433	Community Welfare Association				2		250.00				250.00	P	39
40	Salem	10,622	Memorial Building Association	3	2	2	10	1,000.00	4,200.00	3,600.00	1,200.00	4,800.00	10,000.00	P	40
41	Sandusky	24,622	City of Sandusky	3	2			170,000.00	180.00	1,000.00		1,000.00	171,180.00	M	41
42	Shaker Heights	17,783	School Board	5	4					1,745.00		1,745.00	1,745.00	M	42
43	Shelby	6,198	Park Board	2									1,500.00	M	43
44	South Euclid	4,399	Recreation Division, Municipal Council	2	1		2	131.09	71.43				652.73	M	44
45	Springfield	68,743	Playground Association	7	2		1	85.00	398.45	960.00	89.00	1,049.00	1,532.45	P	45
46	Steubenville	35,422	Recreation Board	13	5	3	19		5,371.26	8,361.48	7,591.59	15,953.07	[74]21,324.33	M	46
47	Toledo	290,718	Division of Recreation, Department of Welfare	62	27	2		8,850.00	3,796.00	20,000.00	40,422.00	60,422.00	73,068.00	M	47
			Frederick Douglas Community Association[17]	2	2	2	10						11,578.07	P	a
48	Toronto	7,044	Recreation Board				6					104.00	104.00	M	48
49	Wapakoneta	5,378	Board of Education	1	1				680.00	375.00	420.00	795.00	1,475.00	M	49
50	Willard	4,514	Civic Club and Y. M. C. A.	1						100.00	50.00	150.00	150.00	P	50
51	Wooster	10,742	Playground Association	3	3		2		100.00	500.00	400.00	900.00	1,000.00	P	51
52	Youngstown	170,002	Park Department	10				52,500.00	5,833.00	6,297.00	20,292.00	26,589.00	84,922.00	M	52
			Mill Creek Park Commission	6	1	1			11,712.81	4,383.46	16,637.95	21,021.41	32,734.22	M	a
			Playground Association	6	10	1			1,055.53	4,800.66		4,800.66	5,856.19	P	b
53	Zanesville	36,440	City Recreation Commission	3	6				235.00	1,650.00		1,650.00	1,885.00	M	53
	Oklahoma														
54	Acadarko	5,036	Park Department								1,200.00	1,200.00	1,200.00	M	54
55	Bartlesville	14,763	Y. M. C. A.				2						100.00	P	55
56	Blackwell	9,521	Park Department	1	1				150.00	600.00		600.00	750.00	M	56
57	Cherokee	2,236	City of Cherokee	1	1				188.03			296.88	484.91	M	57
58	Chickasha	14,099	City Park Board											M	58
59	Clinton	7,512	Chamber of Commerce and City of Clinton					250.00	750.00				1,000.00	M	59
60	Cushiog	9,301	Board of Education	2					100.00	750.00		750.00	850.00	M	60
61	El Reno	9,384	Board of Education	1									450.00	M	61
62	Mangum	4,806	City of Mangum						750.00		750.00	750.00	1,500.00	M	62
63	Oklahoma City[75]	185,389	Board of Education	30	27			3,000.00	6,000.00	8,000.00	2,600.00	10,600.00	19,600.00	M	63
			Park Department	30	9		22	75,254.50	1,000.00	4,944.21	6,000.00	10,944.21	87,198.71	M	a

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RECREATION STATISTICS FOR 1932

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1		2			2	12,977					2	2					1	11,328			1	46,000	11	15,000	1	Max Kannowaki	1
2		1			1	6,000	1					1	1												1	C. G. Mead	2
3															1								2			A. W. Furness	3
4													2													W. W. Craswell	4
5		8			8	[10]234,091													2						3	Milton H. Seitz	5
a											4	72	1				1				4					G. H. Vickrey	a
6			3		3	30,400					1	2														Arthur H. Rhoads	6
7		1			1						1	1			1								2			A. J. B. Longsdorf	7
8																					1					Mabel Young	8
9		1			1						1	5														Edwin S. Lewis	9
10		3			3	124,274			15	19,562	4	2									3	96,773	7	45,700	3	C. W. Schnake	10
11		1			1						1	3	1										4			R. O. Day	11
12		2			2	19,500					1	1											6	18,000		John C. Wilkins, Jr.	12
13		35			35	[6]91228144	2		27	285,850	1	37							1	31,524	8	125,288	36		56	176,986	8	Tam Deering	13
a																											
14		35			35	1,647,723	8	1,709,818				80	3				2	77,789	5		5		73				Dan W. Duffy	14
a		30		22	52	2,267,025			29	190,652	1								3	5,500			7		2	G. I. Kern	a
b	1				1	220,231			6	426,000															1	George P. Bauer	b
15											10	35	2		1		1				4				4	W. A. Stinchcomb	15
16		1		8	9	51,879			14	20,000	2	7							1		1	83,353	10		1	Earle D. Campbell	16
17	1	22			23	389,099	4	92,785	12	41,235		23					1	19,321			1	7,773	36		16	Grace English	17
18									1			1														R. H. Stone	18
19									1			1									1					C. A. Stephan	19
20																					1					Mrs. Chester Cox	20
21	2	9			11		2		14		2	11	1				3		1		2		57			Paul F. Schenck	21
22		1			1	12,000	2	2,000				1									1				1	Roy B. Cameron	22
23		3			3						3	3									1		6			Harold L. Green	23
24		1			1	3,000																			1	J. A. Monasky	24
25		4			4	150,000					8	8							1				5		2	R. B. Oldfather	25
26					9	601,727			9	33,445	2	8							1	9,000			11	6,000	3	Sophie Fishback	26
27		6			6	189,453			2		1	2	1												2	H. G. Danford	27
28													1													George Daniel	28
29		7			7	78,516						3											3			Philip Smith	29
30		4			4	48,000					2	4														R. T. Veal	30
31												5									2		3		2	D. W. Jacot	31
32		4			4	181,650					1										1		13		1	Loyd G. Millisor	32
33		6			6	62,470			1	456	2	5							1				4	2,000	1	W. G. Llewellyn	33
34		2			2																1		3			C. B. Williams	34
35		1			1				1			2	1										2			H. M. Weible	3
36		8			8	40,000					1	2			1								5		1	R. S. Mote	36
37		6			6						7	1											13			E. V. Leach	37
38													1													Frank Mitchell	38
39		1			1	12,000					1	1											2			C. C. McBroom	39
40		2			2	[15]302,000	1				2	4											2	3,800		Joe Kelly	40
41		2			2	32,000			1			4	2						1							J. T. Seaman	41
42		6			6	7,000						6											15			Howard G. Moritz	42
43																					1					Herbert H. Knapp	43
44		1			1						2	1											2			Mrs. Carl L. Seith	44
45		8			8	72,800					2	10											9			Arthur W. Mansfield	45
46	2	3			5	181,168	1	47,952				2			1	11,545					3		3			Homer Fish	46
47		19			19	[10]334,206	8				1	24	1		1		2	[16]102,900			8	310,098	34			Merritt W. Green	47
a							1														2					Calvin K. Stalnaker	a
48		3			3	48,000																				Edna Tarr	48
49		1			1						1												2	1,500	1	Carl D. Fischer, Jr.	49
50		1			1	6,000						2									1	5,000				H. Daniel Carpenter	50
51		6			6						2	3	1						1		3		15		1	R. B. Jameson	51
52												7			1	11,305					3		36			Lionel Evans	52
a					1	225,839						1			1	15,869	1	16,056					8	26,345		A. E. Davies	a
b		6			6																					John H. Chase	b
53		5			5	37,000					5	3											4	15,000	1	M. M. Shamp	53
54												1	1										1		1	R. S. Boake	54
55		3			3	7,000					1								1	2,000	1	2,000	6	3,000		C. C. Custer	55
56																			1							Dwight Randall	56
57																					1		2		1	I. A. Hill	57
58													1								1		2		1	R. T. Hurley	58
59											2	2									1		2			Tim T. Warren	59
60									8	1,100	1												1	100	1	J. E. Hickman	60
61									6	1,700	2	4											2			H. E. Wrinkle	61
62											1	1									1	5,000				H. T. Lawrence	62
63		22		7	29	725,714					5	6							6				14			Herschell Emery	63
a		24			24	455,771	2	103,848				8	1		1		2				2		22		15	Donald Gordon	a

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No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Okla.—Cont.													
1	Ponca City	16,136	Park Department	9	7	6	...	500.00	3,000.00	...	...	10,511.60	14,011.60	M	1
			Wentz Oil Corporation, Continental Oil Company and City of Ponca City	4	3	1	15	1,500.00	500.00	8,000.00	400.00	8,400.00	10,400.00	M&P	a
2	Shattuck	1,490	Chamber of Commerce	1	...	...	1	...	100.00	150.00	...	150.00	250.00	P	2
3	Tulsa	141,258	Park Board	17	8	2	15	...	1,000.00	3,850.00	5,150.00	9,000.00	10,000.00	M	3
	Oregon														
4	Albany	5,325	B. P. O. Elks, 359	1	...	...	5	...	...	...	...	...	500.00	P	4
5	Corvallis	7,585	Parent Teacher Associations	3	2	...	...	...	100.00	750.00	...	750.00	850.00	P	5
6	Eugene	18,901	Playground Commission	7	5	...	...	150.00	250.00	2,308.10	448.09	2,756.19	3,156.19	M	6
7	Grants Pass	4,666	Park Department	...	...	...	...	1,282.00	1,358.84	...	2,088.71	2,088.71	4,729.55	M	7
8	Medford	11,007	School Board	1	1	...	...	...	...	...	...	...	2,500.00	M	8
			Park and Playground Committee	4	2	...	2	2,000.00	500.00	7,000.00	300.00	7,300.00	9,800.00	P	a
9	Oregon City	5,761	City Council and Parent Teacher Association Recreational Committee	3	1	...	...	...	340.00	260.00	...	260.00	600.00	M&P	9
10	Pendleton	6,619	Park Commission	...	2	...	3	...	95.99	225.00	185.25	410.25	506.24	M	10
11	Portland	301,815	Playground Division, Bureau of Parks	20	23	8	...	...	10,117.21	22,150.89	17,084.31	39,235.20	49,352.21	M	11
			Public Schools	4	4	...	...	...	...	...	...	...	10,900.00	M	a
12	Salem	26,266	Playground Board	1	4	...	...	...	210.00	850.00	...	850.00	1,060.00	M	12
13	Silverton	2,462	City Council	...	...	...	1	...	600.00	...	...	...	900.00	M	13
14	The Dalles	5,883	Kiwanis Club	...	...	...	...	...	...	...	...	...	200.00	M	14
	Pennsylvania														
15	Allegheny County[76]	1,374,410	Recreation Bureau, Allegheny County Department of Parks	20	2	2	...	...	4,100.00	3,600.00	8,000.00	11,600.00	15,700.00	C	15
16	Allentown	92,563	Recreation Commission and School District	34	26	1	40	...	3,736.70	7,216.64	2,604.45	9,821.09	13,557.79	M	16
17	Altoona	82,054	Department of Parks and Recreation	14	16	...	...	950.00	1,365.00	3,872.50	2,047.00	5,919.50	8,234.50	M	17
18	Arnold	10,575	Borough of Arnold	...	1	...	5	...	...	...	...	...	700.00	M	18
19	Avalon	5,940	Borough Council	1	...	...	...	692.00	1,171.20	...	...	2,097.73	3,960.94	M	19
20	Beaver Falls	17,147	School Board	...	3	...	...	...	25.00	250.00	...	250.00	275.00	M	20
21	Bethlehem	57,892	School District	6	17	...	...	...	180.02	1,380.00	...	1,380.00	1,560.02	M	21
			Boys' Club	1	...	...	8	...	...	...	...	...	500.00	M	a
22	Blairsville	5,296	Borough Council	2	...	...	...	365.11	271.48	378.03	289.86	667.89	1,304.48	M	22
23	Bristol	11,799	Travel Club	...	8	...	...	...	...	280.00	60.00	340.00	340.00	P	23
24	Butler	23,568	Women's Club	4	4	...	...	...	700.00	1,600.00	200.00	1,800.00	2,500.00	M	24
25	Carbondale	20,061	Community Service	1	6	...	...	...	...	1,000.00	200.00	1,200.00	1,200.00	M	25
26	Carlisle	12,596	Borough of Carlisle and School Board	6	6	...	...	...	318.84	200.00	960.00	1,160.00	1,478.84	M	26
27	Chester	59,164	Recreation Committee[77]	...	...	...	88	...	75.00	...	...	...	75.00	P	27
28	Clairton	15,291	City of Clairton	2	...	...	...	...	3,012.81	...	...	4,121.00	7,133.81	M	28
29	Clearfield	9,221	Y. M. C. A.	2	3	...	...	...	187.00	483.00	...	483.00	670.00	M&P	29
30	Conshohocken	10,815	Community Center	3	2	1	...	...	1,596.00	3,324.00	180.00	3,484.00	5,080.00	M&P	30
31	Corry	7,152	School Board	...	...	...	4	...	...	...	...	...	...	M&P	31
32	Crafton	7,004	School District	1	2	...	...	...	20.00	550.00	...	550.00	570.00	M	32
33	Donora	13,905	School District	1	...	...	...	...	50.00	225.00	...	225.00	275.00	M	33
34	East Conemaugh	4,979	School Board	1	...	...	...	...	...	...	...	...	...	M	34
35	Easton	34,468	SchoolDistrict	3	2	...	...	...	...	...	...	...	...	M	35
36	Ebensburg	1,037	Kiwanis Club	...	1	...	...	...	...	168.00	60.00	228.00	228.00	M&P	36
37	Erie	115,967	School District	22	10	...	...	...	2,126.78	7,288.00	4,574.00	11,862.00	13,988.78	M	37
			Dept. of Parks and Public Property	...	...	...	...	...	...	...	...	...	15,708.00	M	a
38	Greensburg	16,508	Playground Association	8	7	...	...	...	450.00	918.75	450.00	1,368.75	1,818.75	M&P	38
39	Greenville	8,628	Playground Association and Thiel College	2	4	...	...	400.00	200.00	500.00	...	500.00	1,100.00	P	39
40	Harrisburg	80,339	School Board	6	4	...	19	...	550.00	2,730.00	1,572.00	4,302.00	4,852.00	M	40
41	Haverford	21,362	Community Center	1	4	2	...	...	1,417.35	3,530.95	...	3,530.95	4,948.30	M&P	41
42	Honesdale	5,490	School Board	...	2	...	...	...	...	200.00	...	200.00	200.00	M	42
43	Johnstown	66,993	Municipal Recreation Commission	10	30	2	...	...	6,000.00	5,000.00	8,000.00	13,000.00	19,000.00	M	43
44	Lancaster	59,949	Recreation and Playground Association	30	32	2	36	...	5,275.00	7,225.00	...	7,225.00	12,500.00	M&P	44
45	Lebanon	25,561	Progressive Playgrounds Association	2	1	...	...	...	109.23	416.00	...	416.00	525.23	M&P	45
			Southeastern Playground Association	1	...	...	2	230.00	81.24	288.13	...	288.13	599.37	M&P	a
46	Lock Haven	9,668	Playground Committee	...	7	...	2	78.00	316.57	435.00	...	435.00	829.57	M&P	46
47	Meadville	16,698	Recreation Commission	3	1	1	100	...	600.00	2,600.00	50.00	2,650.00	3,250.00	M&P	47
48	Mechanicsburg	5,647	Board of Park Commissioners	1	1	...	...	482.55	676.48	646.50	739.45	1,385.95	2,544.98	M&P	48
49	Milton	8,552	School Board	1	1	...	...	...	...	...	...	...	...	M	49
50	Monongahela	8,675	Recreation Commission	2	1	...	...	...	25.00	625.00	...	625.00	650.00	M	50
51	Nanticoke	26,043	Board of Education	1	1	...	...	...	35.00	250.00	...	250.00	285.00	M	51
52	New Castle	48,674	Recreation Board	2	10	...	...	...	592.68	1,618.17	...	1,618.17	2,210.85	M	52
53	New Kensington	23,002	School District	2	2	...	...	...	119.11	200.00	462.50	662.50	781.61	M	53
54	Oakmont	6,027	Women's Club	...	1	...	...	...	...	100.00	15.00	115.00	115.00	P	54
55	Oil City	22,075	Playground Association	2	3	...	...	...	403.78	1,215.00	244.42	1,459.42	1,863.20	M&P	55
56	Palmerton	7,678	Sociological Department, New Jersey Zinc Company	5	3	4	100	...	...	...	...	...	...	P	56
57	Philadelphia	1,950,961	Bureau of Recreation, Department of Public Welfare	133	141	86	25	23,250.93	33,495.83	183,050.82	146,927.03	329,977.85	386,724.61	M	57
			Board of Public Education	67	187	3	...	515.51	2,120.46	39,874.90	5,227.18	45,102.08	47,738.05	M	a
			Playgrounds Association	10	6	2	35	...	9,355.69	13,223.71	3,074.45	16,298.16	25,653.85	P	b
			Smith Memorial Playgrounds	10	15	19	...	...	12,100.95	37,666.72	9,481.47	47,148.19	59,249.14	P	c
			Lillie G. Newton Foundation	3	4	...	...	...	515.59	6,163.03	300.00	6,463.03	6,978.62	P	d
			Children's Playhouse	8	3	3	...	...	3,667.23	4,741.75	4,958.25	9,700.00	13,367.23	P	e
58	Phoenixville	12,029	Recreation Commission	5	7	1	...	...	2,089.75	3,951.75	207.87	4,159.62	6,249.37	M&P	58
59	Pittsburgh	669,817	Div. of Recreation, Dept. of Public Wks.	162	107	36	...	94,215.69	44,758.25	102,917.85	78,069.90	180,987.75	319,961.69	M&P	59
			Bureau of Parks, Dept. of Public Works	...	...	...	...	...	...	...	...	...	81,716.00	M	a
			Playground and Vacation School Association of Allegheny, Inc.	47	144	6	70	...	6,313.53	...	...	30,641.80	36,955.33	M&P	b
			Board of Education	35	17	...	...	...	350.00	15,644.00	5,854.35	21,498.35	21,848.35	M	c
			Bureau of Police, Dept. of Public Safety	...	...	...	...	...	...	...	...	...	6,700.00	M	d
			Soho Public Baths	1	3	1	2	...	22.39	1,577.50	...	1,577.50	1,599.89	M&P	e

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	5	2	3	...	10	.....	...	.....	9	.....	1	4	...	.....	1	.....	2	.....	...	.....	1	.....	8	.....	2	P. J. Bellinghausen	1
a	...	3	3	...	6	40,000	...	.....	...	.....	2	3	...	.....	1	1,000	...	.....	...	.....	1	50,000	20	3,000	...	Roy W. Williams	a
2	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	...	.....	1	.....	...	Don S. Fleming	2
3	...	17	...	...	17	510,810	...	.....	1	2,250	...	4	...	.....	...	.....	1	20,540	2	96,087	...	.....	41	.....	16	Roy U. Lane	3
4	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	A. C. Jensen	4
5	...	4	...	...	4	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	H. W. Adams	5
5	...	5	...	...	5	[15]88,957	...	.....	...	.....	5	1	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	1	Frances E. Baker	6
7	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	C. R. Duer	7
8	...	...	...	...	...	.....	...	.....	4	1,800	4	4	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	E. H. Hedrick	8
a	2	...	...	...	2	.....	1	3,000	10	30,000	1	3	...	.....	1	.....	1	.....	1	.....	1	.....	3	.....	1	F. W. Scheffel	a
9	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Roy W. Glass	9
10	...	2	...	...	2	13,535	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	1	Charles E. Burnett	10
11	...	24	...	...	24	627,486	4	145,353	...	.....	2	13	...	.....	1	22,504	2	187,877	...	.....	7	495,726	59	.....	15	Katharine E. Funk	11
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	3	60,000	...	.....	...	.....	...	Robert Krohm	a
12	...	2	...	...	2	.....	...	.....	...	.....	2	2	1	.....	...	.....	...	.....	...	.....	1	.....	...	.....	1	C. A. Kells	12
13	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	George W. Hubbs	13
14	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Judd S. Fish	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	6	...	.....	...	.....	2	110,819	...	.....	2	340,000	14	53,000	2	William S. Haddock	15
16	...	22	...	...	22	.....	...	.....	10	.....	...	7	3	127,000	1	.....	...	.....	1	11,520	2	134,382	8	25,000	...	Irene Welty and Ralph Wetherbold	16
17	...	15	...	...	15	32,474	...	.....	...	.....	4	4	...	.....	...	.....	...	.....	...	.....	2	.....	8	.....	...	Robert H. Wolfe	17
18	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	1	John W. Hunger	18
19	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	13,000	...	.....	...	Joseph N. Arthur	19
20	...	3	...	...	3	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	James L. Wassoo	20
21	...	14	...	...	14	29,928	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	5,700	...	.....	...	.....	...	W. H. Weiss	21
a	...	1	...	...	1	6,964	...	.....	1	130,789	3	...	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	...	Edwin F. Van Billiard	a
22	...	1	...	...	1	25,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	14,000	...	.....	...	Robert E. Borland	22
23	...	2	...	...	2	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Jane W. Rogers	23
24	...	4	...	...	4	93,372	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	...	John E. Mixer	24
25	...	6	...	...	6	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	H. M. Bender	25
26	...	6	...	...	6	.....	...	.....	...	.....	2	5	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	George P. Seeright	26
27	...	12	...	...	12	.....	...	.....	...	.....	3	5	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	1	Thomas C. Cockill, Jr.	27
28	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	99,883	...	.....	...	John W. Miller	28
29	...	3	...	...	3	77,781	...	.....	1	.....	1	4	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	...	W. H. Kent	29
30	...	2	...	...	2	32,236	1	40,180	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	4,800	1	Ian Forbes	30
31	...	4	...	...	4	10,500	...	.....	2	525	1	3	...	.....	...	.....	...	.....	...	.....	1	1,500	3	2,000	1	C. M. Hengst	31
32	...	1	...	...	1	20,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	...	M. B. Wenrich	32
33	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	R. W. Dimmick	33
34	...	...	...	...	...	.....	...	.....	1	300	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	F. B. Snowden	34
35	...	4	...	...	4	20,000	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	2	.....	...	.....	...	W. A. Siemons	35
36	...	1	...	...	1	3,600	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Howard J. Baumgartel	36
37	...	10	...	...	10	112,819	...	.....	17	28,205	3	3	...	.....	...	.....	...	.....	...	.....	...	.....	12	.....	...	D. G. Evans	37
a	...	...	...	...	...	.....	...	.....	...	.....	...	4	...	.....	1	.....	1	.....	...	.....	...	.....	4	.....	...	Edward J. Allen	a
38	...	7	...	...	7	42,170	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	A. W. Leeking	38
39	...	3	...	...	3	17,000	...	.....	2	.....	4	4	...	.....	...	.....	...	.....	1	.....	...	.....	4	.....	...	J. B. Stoeber	39
40	...	...	...	10	10	65,658	...	.....	7	25,816	4	3	...	.....	...	.....	...	.....	...	.....	...	.....	20	.....	...	C. E. Zorger	40
41	1	...	...	...	1	16,399	...	.....	1	22,545	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	...	Anne L. Flanders	41
42	...	...	...	...	...	.....	...	.....	2	.....	2	2	1	.....	...	.....	...	.....	...	.....	1	.....	1	.....	...	J. J. Koehler	42
43	...	25	...	...	25	175,000	...	.....	...	.....	5	5	1	.....	...	.....	...	.....	...	.....	1	.....	12	.....	...	George S. Foekler	43
44	...	19	...	...	19	335,034	...	.....	5	23,500	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	36	.....	4	G. D. Brandon	44
45	...	1	...	...	1	35,000	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	E. F. Fraok	45
a	...	1	...	...	1	22,465	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	875	...	Paul E. Kuhlman	a
46	...	4	...	...	4	32,700	...	.....	...	.....	...	4	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	Mrs. W. T. Betts and Edna D. Rich	46
47	...	3	...	1	4	22,752	...	.....	3	30,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	Mrs. E. A. Walton	47
48	...	1	...	...	1	34,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	1	D. R. Jacobson	48
49	...	1	1	...	2	10,800	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	L. K. DeHart	49
50	...	3	...	...	3	16,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	8	1,500	2	Mrs. Carl E. Gibson and Mrs. Blair McMillan	50
51	...	1	...	...	1	1,730	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	A. P. Diffendafer	51
52	...	8	...	...	8	110,000	...	.....	...	.....	...	1	...	.....	...	.....	1	.....	...	.....	...	.....	2	.....	1	L. G. Genkinger	52
53	...	4	...	...	4	4,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	1,500	...	.....	1	Elizabeth Morgan	53
54	...	1	...	...	1	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Cora H. McLaughlin	54
55	...	4	...	...	4	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	O. E. Collins	55
56	...	2	...	...	2	59,400	1	105,000	2	116,000	1	6	1	.....	...	.....	...	.....	...	.....	1	.....	2	.....	...	M. Margaret Tennant	56
57	38	2	5	1	46	[16]6,948,517	20	.....	...	.....	34	31	...	.....	...	.....	...	.....	...	.....	39	3,067,675	22	1,200	13	Gertrude MacDougall	57
a	...	73	5	...	78	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Grover W. Mueller	a
b	...	3	...	...	3	[10]66,979	...	.....	1	15,858	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Charles H. English	b
c	4	...	...	...	4	.....	3	[78]375,114	1	14,856	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Mrs. P. H. Valentine	c
d	1	...	...	...	1	.....	...	.....	1	[78]58,071	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...		d
e	1	...	...	...	1	.....	1	100,184	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	1	H. M. Shipe	e
58	...	4	...	...	4	36,830	...	.....	1	1,670	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	...	Roy D. Holden	58
59	6	62	...	10	78	1,608,428	9	1,305,752	44	.....	55	38	...	.....	...	.....	...	.....	1	.....	16	.....	4	.....	...	W. C. Batchelor	59
a	...	...	...	...	...	.....	...	.....	...	.....	3	10	...	.....	...	.....	1	.....	...	.....	2	.....	30	.....	...	James Moore	a
b	13	32	...	...	45	.....	...	.....	44	.....	...	...	...	.....	...	.....	...	.....	...	.....	4	.....	...	.....	...	Mrs. John Cowley	b
c	...	8	...	...	8	28,567	...	.....	...	.....	8	8	...	.....	...	.....	...	.....	18	215,513	...	.....	5	.....	...	Harry B. Burns	c
d	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	15	518,112	...	.....	...	James M. Trainor	d
e	...	1	...	...	1	2,974	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	12,299	...	.....	...	.....	1	Mrs. Chas. W. Houston	e

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals[a]	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Penna.—Cont.													
1	Pottstown	19,430	Public Schools and Civic Clubs	1	3	....	1	.....	.....	250.00	.....	250.00	250.00	P	1
2	Pottsville	24,300	Playground Committee	1	....	....	....	.....	55.02	145.00	.....	145.00	200.02	P	2
3	Punxsutawney	9,266	Board of Education	3	2	....	....	.....	742.42	171.00	477.00	648.00	1,390.42	M	3
4	Reading	111,171	Department of Public Playgrounds and Recreation	77	42	7	....	53,528.55	9,014.09	23,245.81	5,316.60	28,562.41	91,105.05	M	4
5	Rochester	7,726	Public Schools	1	1	....	....	.....	70.00	150.00	.....	150.00	220.00	M	5
6	St. Marys	7,433	Boys' Club	2	....	....	....	.....	70.21	982.82	.....	982.82	1,053.03	P	6
7	Scranton	143,433	Bureau of Recreation, Department of Public Works	33	22	9	....	3,426.79	15,729.07	18,733.42	20,630.96	39,364.38	58,520.24	M	7
8	Sharon	25,908	Board of Trustees, Buhl Park	....	....	....	....	.....	.....	.....	.....	.....	.....	P	8
9	Somerset	4,395	Lions Club	1	1	....	35	225.00	175.00	400.00	150.00	550.00	950.00	P	9
10	Souderton	3,857	Playground Association	3	1	....	....	.....	700.00	.....	320.00	320.00	1,020.00	P	10
11	Steelton	13,291	Parks and Playground Commission	6	2	....	....	.....	248.11	946.01	.....	946.01	1,194.12	M&P	11
12	Stroudsburg	5,961	Kiwanis Club	1	1	....	6	.....	103.36	403.25	.....	403.25	506.61	M&P	12
13	Sunbury	15,626	Trustees of Oppenheimer Pleasure Ground Parent Teacher Association	4 1	3 2	....	1 6	.....	.....	2,017.50	.....	2,017.50	[7]92,017.50	P P	13 a
14	Taylor	10,428	Borough Council	....	....	....	....	.....	40.00	.....	.....	.....	40.00	M	14
15	Thompsontown	508	Playground Association	1	2	....	5	.....	.....	.....	.....	.....	.....	P	15
16	Warren	14,863	Park Commission	1	6	....	....	.....	255.54	909.00	.....	909.00	1,164.54	M	16
17	Washington	24,545	Recreation Board	....	16	....	....	600.00	.....	1,600.00	200.00	1,800.00	2,400.00	M	17
18	West Chester	12,325	Recreation Council	3	1	....	19	.....	2,466.85	430.00	472.00	902.00	3,368.85	P	18
19	West Reading	4,908	Recreation Board	2	1	....	....	.....	6,444.94	360.50	459.27	819.77	7,264.71	M	19
20	Wilkes Barre and Wyoming Valley[80]	250,000	Playground and Recreation Association of Wyoming Valley	26	37	2	104	.....	10,101.91	15,527.09	1,750.00	17,277.09	[8]127,379.00	M&P	20
21	Wilkinsburg	29,639	Playground and Park Association	2	11	....	....	.....	970.00	2,100.00	335.00	2,435.00	3,405.00	M	21
22	Williamsport	45,729	Department of Parks and Public Property	3	19	....	....	400.00	1,550.00	1,900.00	325.00	2,225.00	4,175.00	M	22
23	Wyomissing	3,111	Playground Association	2	1	....	....	10,408.24	1,644.95	1,176.13	1,005.08	2,181.21	14,234.40	M&P	23
24	York	55,254	Department of Recreation Crispus Attucks Community Center[17]	15 1	29 1	1 2	250 9	.....	2,278.10 1,735.55	6,077.00 2,090.00	75.00 898.48	6,152.00 2,988.48	8,430.10 4,724.03	M P	24 a
	Rhode Island														
25	Barrington	5,162	Maple Avenue Community House, Inc.	....	2	2	10	.....	495.01	1,915 40	.....	1,915.40	2,410.41	P	25
26	Central Falls	25,898	Recreation Board	10	7	....	....	.....	.....	2,500.00	.....	2,500.00	3,500.00	M	26
27	Newport	27,612	Recreation Commission	5	8	1	....	2,176.47	5,804.67	4,344.05	1,842.81	6,186.86	14,168.00	M	27
28	Peace Dale[34]	5,000	Advisory Committee, Recreation Neighborhood Guild	6	7	3	2	.....	1,000.00	4,465.00	1,590.00	6,055.00	7,055.00	M&P	28
29	Providence	252,981	Board of Recreation	50	75	18	....	5,352.50	10,037.85	28,662.15	.....	28,662.15	44,052.50	M	29
30	Westerly	10,997	School District	2	1	....	....	.....	40.30	340.00	96.00	436.00	476.30	M	30
31	Woonsocket	49,623	Recreation Division, Department of Public Works	6	8	1	....	.....	1,000.00	4,729.00	2,100.00	6,829.00	7,829.00	M	31
	South Carolina														
32	Charleston	62,265	Board of Parks and Playgrounds Municipal Golf Commission	8 1	12	10 1	18	.....	1,700.00 1,402.05	6,210.00 1,704.05	1,570.00 6,595.01	7,780.00 8,299.06	9,480.00 9,701.11	M M	32 a
33	Columbia	51,581	Playground Department	....	20	9	40	.....	.....	.....	.....	.....	5,500.00	M	33
34	Florence	14,774	Park Commission	....	1	....	1	.....	408.59	336.50	227.48	563.98	972.57	M	34
35	Greenville	29,154	Phillis Wheatley Association[17]	1	3	4	10	.....	317.63	3,800.00	70.00	3,870.00	4,187.63	P	35
36	Orangeburg	8,776	Playground Commission	....	5	1	....	.....	736.18	2,499.00	120.00	2,619.00	3,355.18	M	36
37	Sumter	11,780	Trees and Parks Department	....	2	....	1	900.00	250.00	650.00	250.00	900.00	2,050.00	M	37
	South Dakota														
38	Canton	2,270	Chamber of Commerce	1	....	....	....	.....	.....	1,425.00	175.00	1,600.00	1,600.00	P	38
39	Dell Rapids	1,657	Park Board	1	....	....	....	160.47	650.00	250.00	.....	250.00	1,060.47	M	39
40	Mitchell	10,942	Park Board	2	1	....	....	600.00	2,700.00	2,050.00	2,000.00	4,050.00	7,350.00	M	40
41	Pierre	3,659	City of Pierre	2	....	....	....	.....	.....	1,500.00	1,500.00	3,000.00	3,000.00	M	41
42	Watertown	10,214	Park Board	....	....	....	....	.....	459.96	.....	1,910.40	1,910.40	2,370.36	M	42
	Tennessee														
43	Chattanooga	119,798	Department of Public Utilities	1	33	1	....	.....	10,273.72	4,167.54	28,117.00	32,284.54	42,558.26	M	43
44	Harriman	4,588	Schools, Scouts and Rotary Club	....	....	....	3	.....	.....	.....	.....	.....	.....	M&P	44
45	Knoxville	105,802	Recreation Bureau, Department of Public Welfare	2	....	....	....	.....	3,311.69	3,453.00	4,540.34	7,993.34	11,305.03	M	45
46	Memphis	253,143	Recreation Department, Park Commission	24	27	25	....	.....	10,456.22	42,428.30	8,912.19	51,340.49	61,796.71	M	46
47	Nashville	153,866	Board of Park Commissioners Bethlehem Center[17]	16 3	23 5	12	....	90,865.09	27,793.22	19,499.08	12,000.00	31,499.08	150,157.39 1,200.00	M P	47 a
	Texas														
48	Amarillo	43,132	Public Schools Park Board	1	....	....	....	.....	.....	900.00 300.00	.....	900.00 300.00	900.00 2,700.00	M M	48 a
49	Austin	53,120	City Recreation Department	17	16	7	22	114,456.37	3,118.99	14,519.90	1,550.00	16,069.90	133,645.26	M	49
50	Beaumont	57,732	Department of Parks, Playgrounds and Airports Graham Congregational Church[17]	3	1 3	....	38 14	25,000.00	2,000.00 539.03	350.00 1,800.00	5,000.00	5,350.00 1,800.00	32,350.00 2,339.03	M P	50 a
51	Bryan	7,814	City Park Board	....	....	....	10	26.15	249.34	.....	1,142.75	1,142.75	1,418.24	M	51
52	Corpus Christi	27,741	Park Department	....	....	....	5	.....	.....	.....	.....	.....	.....	M	52
53	Dallas	260,475	Park Department	8	34	12	35	.....	4,555.06	10,607.95	4,536.00	15,143.95	19,699.01	M	53
54	El Paso	102,421	Community Center Municipal Golf Course	2 1	2	4 1	100	7,200.00	4,255.49 6,600.00	6,712.75 1,400.00	3,331.58 5,200.00	10,044.33 6,600.00	21,499.82 13,200.00	M&P M	54 a
55	Fort Worth	163,447	Public Recreatioo Board	9	25	9	300	12,014.70	19,991.21	18,503.83	25,715.29	44,219.12	76,225.03	M	55
56	Galveston	52,938	Department of Streets and Public Property	....	3	3	....	2,737.31	497.15	3,105.00	5,533.74	8,638.74	11,873.20	M	56
57	Graham	4,981	Boys' Work Committee	2	1	1	50	.....	1,480.00	3,000.00	900.00	3,900.00	5,380.00	P	57
58	Highland Park	8,960	Park Department	2	....	....	....	.....	606.76	847.10	1,823.16	2,670.02	3,277.02	M	58
59	Houston	292,352	Recreation Department Public Parks Department	39	25	8	515	.....	5,736.27	14,124.00	2,558.00	16,682.00	22,418.27 30,000.00	M&P M&P	59 a
60	La Grange	2,354	Liona Club	....	....	....	3	.....	50.00	.....	.....	.....	50.00	P	60

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. O. Cressman	1
2	...	1	...	...	1	8,614	...	...	...	...	1	3	...	...	...	...	...	...	...	...	1	...	2	...	...	John F. Murray	2
3	...	1	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	11,960	2	11,000	1	F. S. Jackson	3
4	...	26	...	...	26	568,951	1	21,900	8	218,400	1	20	...	...	...	...	...	...	...	...	1	...	18	...	11	Thomas W. Lantz	4
5	...	1	...	...	1	35,000	...	...	1	3,900	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	D. M. Albright	5
6	...	2	...	...	2	20,760	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Henry J. Brock	6
7	2	17	...	...	19	[10]227,360	3	459,223	...	...	1	24	...	...	...	...	...	...	1	10,628	3	619,421	4	...	2	Robert B. Dixon	7
8	...	...	...	...	...	...	...	...	...	...	1	1	1	...	1	...	...	...	...	...	...	...	10	...	...	George Rettig	8
9	...	1	...	...	1	31,734	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	A. J. Kerin	9
10	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	2	...	...	Floyd G. Frederick	10
11	...	6	...	...	6	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	...	...	H. R. Rupp	11
12	...	1	...	...	1	20,065	...	...	...	...	1	2	1	...	...	...	...	...	...	...	...	...	2	...	1	A. F. Everitt	12
13	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1,890	1	H. Atwood[Reynnlds	13
a	...	2	...	...	2	10,500	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	Mrs. R. Pluemacher	a
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	John J. Ott	14
15	...	1	...	...	1	...	...	...	...	...	3	1	1	...	...	...	...	...	...	...	...	...	1	...	1	M. J. Haldeman	15
16	...	4	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	M. L. Dougherty	16
17	...	8	...	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Elizabeth C. Day	17
18	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	1	53,734	...	...	...	C. E. Moffett	18
19	...	1	...	...	1	93,650	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	25,763	5	8,000	1	John H. Shaner	19
20	...	32	...	...	32	771,297	...	...	...	...	8	17	...	...	1	9,000	...	...	...	...	...	...	24	...	...	Ruth E. Swezey	20
21	...	5	...	...	5	[10]33,750	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Adah M. Merrifield	21
22	...	14	...	...	14	157,764	...	...	...	...	...	6	1	2,500	1	550	...	...	...	...	...	...	3	...	...	P. A. McGowan	22
23	...	2	...	...	2	10,800	1	1,800	...	...	1	...	...	...	...	...	...	...	...	...	1	4,000	7	3,000	...	Allen W. Rank	23
24	...	9	...	...	9	122,000	1	1,000	11	9,217	2	15	...	...	...	...	...	...	1	...	...	...	16	...	...	Sylvia Weckesser	24
a	...	...	...	...	...	...	1	18,250	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Chester N. Hayes	a
25	...	1	...	...	1	3,600	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. C. E. Blake	25
26	...	7	...	...	7	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	James E. Morgan	26
27	...	7	...	...	7	35,295	2	...	2	17,308	...	7	3	...	...	...	...	...	...	...	...	...	10	...	...	Arthur Leland	27
28	2	3	...	...	5	4,237	1	18,521	...	...	1	...	...	...	...	...	...	...	...	...	2	1,463	2	1,500	...	Emma H. Howe	28
29	7	15	...	12	34	...	2	...	2	...	27	27	...	...	...	...	1	...	3	...	8	...	27	...	8	Joseph J. McCaffrey	29
30	...	2	...	...	2	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	W. H. Bacon	30
31	...	7	...	...	7	188,382	...	...	2	15,000	1	2	...	...	...	...	...	...	...	...	...	...	4	...	3	Louise E. Hodder	31
32	5	2	...	...	7	697,249	...	...	...	...	...	9	...	...	...	...	...	...	...	...	...	...	7	...	2	Corrinne V. Jones	32
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	15,000	...	...	...	...	...	...	...	J. M. Whitsett	a
33	8	5	...	...	13	857,237	5	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...	8	...	2	Adele J. Minahan	33
34	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	11,338	3	...	1	B. S. Meeks	34
35	2	...	7	...	9	104,416	1	1,371	...	...	1	1	...	...	...	...	...	...	...	...	1	...	4	...	...	Mrs. Hattie Duckett	35
36	5	...	...	...	5	...	...	...	...	...	5	5	...	...	...	...	...	...	...	...	...	...	4	...	...	Mrs. Charles S. Henerey	36
37	...	4	...	...	4	...	1	...	5	...	...	...	...	...	...	...	...	...	...	...	1	5,000	3	2,900	...	Mrs. Julia Lester Dillon	37
38	1	...	...	...	1	...	1	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	1	A. N. Bragstad	38
39	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	5	...	...	F. M. Enright	39
40	...	3	...	...	3	[10]10,800	...	...	6	...	1	1	2	...	1	...	...	...	...	...	...	...	5	...	3	W. E. Webb	40
41	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...	...	J. E. Hipple	41
42	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	3	...	...	Mary Andrew	42
43	...	32	...	...	32	158,999	1	10,400	...	...	...	12	...	...	...	...	1	22,703	1	...	...	...	17	...	...	John P. Fort	43
44	...	2	...	...	2	...	...	...	...	...	4	2	3	...	...	...	...	...	...	...	...	...	4	...	...	John R. Davis	44
45	...	...	...	...	...	...	1	60,000	...	...	2	7	...	...	...	...	1	19,663	...	...	...	...	5	...	...	Fred F. Parkhurst	45
46	...	4	...	19	23	1,256,375	4	...	33	...	1	9	...	...	2	220,020	1	58,081	...	...	2	...	34	132,385	16	Minnie M. Wagner	46
47	10	6	...	1	17	[7]2,035,392	12	...	...	...	8	15	...	...	2	...	1	45,000	...	...	12	...	32	...	1	E. M. Costello	47
a	...	...	...	1	1	8,800	2	4,500	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	Annie McIver Rogers	a
48	...	3	...	...	3	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. A. McIntosh	48
a	...	1	...	...	1	5,000	2	...	...	...	1	1	...	...	...	...	1	...	...	...	1	...	8	...	...	T. M. Robinson	a
49	2	4	...	3	9	299,476	3	...	2	...	4	7	...	...	...	...	...	...	...	...	4	...	12	...	6	James A. Garrison	49
50	...	2	...	...	2	...	...	...	...	...	...	2	...	...	1	10,550	...	...	...	...	3	109,441	16	...	6	Frank L. Bertschler	50
a	1	...	...	...	1	[7]33,805	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Ollie B. Richards	a
51	3	...	...	...	3	12,600	2	...	4	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	1	R. G. Williams	51
52	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	3	...	...	Theodore Koester	52
53	...	24	...	...	24	1,259,587	6	409,550	1	86,841	1	27	1	149,949	1	4,161	3	111,922	...	...	2	174,874	86	114,955	27	Ruth Garver	53
54	1	...	...	...	1	...	1	[7][8]100,000	...	...	1	...	...	...	...	...	...	...	1	...	...	...	1	...	...	J. R. Taylor	54
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	4,000	1	21,000	...	...	...	...	...	...	...	W. E. Stockwell	a
55	...	10	...	8	18	685,600	2	167,000	4	15,000	...	22	1	...	...	...	2	101,500	...	...	4	108,227	36	100,220	3	R. D. Evans	55
56	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	6	...	2	Nell Miller	56
57	...	1	...	...	1	...	1	...	...	...	2	2	...	...	...	...	...	...	...	...	1	...	2	...	1	Houston Crump	57
58	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	40,000	4	2,800	1	Roderic B. Thomas	58
59	...	16	...	...	16	222,100	3	12,836	7	33,470	3	21	...	...	...	...	...	...	...	...	...	...	36	...	4	Corinne Fonde	59
a	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	1	48,222	...	...	...	...	2	...	...	C. L. Brock	a
60	...	1	...	...	1	20,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. W. Few	60

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No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Texas—Cont.													
1	Laredo	32,618	Rotary Club	1			9		940.00	1,000.00	500.00	1,500.00	2,440.00	P	1
2	Lubbock	23,529	Park Department				4						13,000.00	M	2
3	Luling	5,970	Park Commission				10						5,000.00	M&P	3
4	Orange	7,913	Lutch Stark's Boys, Inc.	3		1		1,000.00	500.00	3,000.00		3,000.00	4,500.00	P	4
5	Plainview	8,834	Playground Association				7		750.00		900.00	900.00	1,650.00	M	5
6	Port Arthur	50,902	Park Department		2								20,000.00	M	6
7	Ranger	6,208	Lions Club											P	7
8	San Antonio	231,542	Park Department	21	12	17							65,026.64	M	8
9	Sweetwater	10,848	School Board	3									850.00	M	9
10	Texarkana	27,366	Playground Associatinn	4	12		20						715.00	P	10
11	Waco	52,848	Recreation Commission	4	4	3	7		480.00	5,510.00	3,468.18	8,978.18	9,458.18	M	11
	Utah														
12	Bingham Canyon	3,248	Kiwania Club, Jordan School District and City Council	1					50.00	180.00		180.00	230.00	P	12
13	Brigham	5,093	Kindergarten Club		4		3		90.42	280.00		280.00	370.42	M&P	13
14	Logan	9,979	Board of Education	2	2								6,000.00	M	14
15	Ogden	40,272	City Recreation Commission	2	4		4		145.00	1,455.00	80.00	1,535.00	1,680.00	M&P	15
16	Provo	14,766	City of Provo	1	1		3		200.00	270.00	50.00	320.00	520.00	M	16
17	Salt Lake City	140,267	Municipal Recreatinn Department	25	35		50	6,168.00	15,080.80	10,438.00	24,476.00	35,184.00	56,432.80	M	17
	Vermont														
18	Barre	11,307	Recreation Commissinn	3	1			1,000.00	1,500.00	500.00	1,000.00	1,500.00	4,000.00	M	18
19	Bennington	7,390	Welfare Association	1	1					400.00		400.00	400.00	P	19
20	Middlebury	2,000	Parent Teacher Association		1					72.00	25.00	97.00	97.00	P	20
21	Montpelier	7,837	Chamber of Commerce	1	1		6		25.00	160.00		160.00	185.00	M	21
22	Putney	800	Community Center, Inc.		1				764.00	700.00	1,133.00	1,833.00	2,597.00	P	22
23	Randolph	1,957	Bethany Congregatinnal Church American Red Cross	2 2	2 2			 34.08	 90.78	 575.15		 575.15	700.00 700.01	P P	23 a
24	Rutland	17,315	Recreation Commission	3	1				456.31	1,056.22		1,056.22	1,512.53	M	24
	Virginia														
25	Alexandria	24,149	Department of Playgrounds		7				1,485.00	1,545.00		1,545.00	3,030.00	M	25
26	Clifton Forge	6,839	Board of Parks and Recreatinn School Board	1 2	2 4		 2		602.56	522.00	258.00	780.00	1,382.56 1,000.00	M M	26 a
27	Lynchburg	40,661	Municipal Recreation Department	15	19	2	12	427.55	5,097.39	13,585.50	1,358.00	14,943.50	20,468.44	M	27
28	Newport News	34,417	Division of Playgrounds	8	3					1,800.00	500.00	2,300.00	2,300.00	M	28
29	Petersburg	28,564	City of Petersburg				8		3,140.00		180.00	180.00	3,320.00	M	29
30	Richmond	182,929	Bureau of Parks and Recreation Community Recreatinn Association[82] Colored Playground and Recreation Association[17]	8 4	41 2 6	 2 1			8,000.00	21,000.00		21,000.00	29,000.00 7,200.00 6,000.00	M P P	30 a b
31	Roanoke	69,236	Department of Recreation	8	12	1	10	3,070.00	2,200.00	5,457.93	2,622.00	8,079.93	13,349.93	M	31
	Washington														
32	Aberdeen	21,723	Park Board	1	2	1			250.00	600.00		600.00	850.00	M	32
33	Bellingham	30,823	Y. M. C. A.				8						25.00	P	33
34	Davenport	960	City Council Committee						40.00			450.00	490.00	M	34
35	Everett	30,567	Park Board											M	35
36	Hoquiam	12,766	Park Board		1				75.00	120.00		120.00	195.00	M	36
37	Olympia	11,733	Y. M. C. A.	1			2						248.00	P	37
38	Pasco	3,496	School District	2	3									M	38
39	Prosser	1,569	City Park Board				50	100.00	375.00		1,500.00	1,500.00	1,975.00	M	39
40	Pullman	3,322	Kiwanis Club and Chamber of Commerce	1	1					500.00	250.00	750.00	750.00	M&P	40
41	Seattle	365,583	Board of Park Commissioners	36	33	16	12	99,823.15	21,014.14			134,829.94	255,667.23	M	41
42	Spokane	115,514	Park Board	37	12	1		16,384.00	8,713.93			27,498.95	52,596.88	M&C	42
43	Tacoma	106,817	Metropolitan Park District	26	11	3		8,050.00	7,350.00	9,400.00	5,200.00	14,600.00	30,000.00	M	43
44	Yakima	22,101	City Park Board	3	1		20	638.19	252.48			1,212.61	2,103.28	M	44
	West Virginia														
45	Charleston	60,408	Recreation Board, Board of Education	10	13				989.30	4,736.43	262.08	4,998.51	5,987.81	M	45
46	Clarksburg	28,866	Board of Education								200.00	200.00	200.00	M	46
47	Huntington	75,572	Lions Club	1			1		134.43	262.50		262.50	396.93	P	47
48	Martinsburg	14,857	Hooge Street Good Neighbors High Street Parent Teacher League Winchester Avenue Parent Teacher League	 	1 1 1	 		 	50.00	60.00 30.00 60.00	 18.00 	60.00 48.00 60.00	110.00 48.00 60.00	M P P	48 a b
49	Morgantown	16,186	Recreation Council, School District	14	14	1	6		955.32	4,114.50	30.00	4,144.50	5,099.82	M	49
50	Moundsville	14,411	Playground Association	4	1		2	7,000.00	450.00	480.00	500.00	980.00	8,430.00	P	50
51	Parkersburg	29,623	Board of Recreation	19	14	2	8		1,865.04	9,233.21		9,233.21	11,098.25	M	51
52	St. Marys	2,182	Kiwanis Recreation Company, Inc.	1	1				850.00	300.00		300.00	1,150.00	P	52
53	Wheeling	61,659	Recreation Bureau Park Commission Oglebay Institute[83]	21 3	23 5	2 4	 200	2,766.56	5,935.10 13,500.00	16,461.81 14,000.00	5,326.80 3,000.00	21,788.61 17,000.00	30,490.27 20,438.49 30,500.00	M M CSM&P	53 a b
	Wisconsin														
54	Beloit	23,611	City of Belnit	7	6			632.37	4,074.86	3,687.28	6,198.92	9,886.20	14,593.43	M	54
55	Columbus	2,514	Park Association	1						364.50	1,141.00	1,505.50	1,505.50	M	55
56	Eagle River	1,386	Village of Eagle River						91.99				91.99	M	56
57	Edgerton	2,966	School Board	1			[845]	50.00	300.00	180.00		180.00	530.00	M	57
58	Fond du Lac	26,449	School Board	16	16								1,350.00	M	58
59	Frederic	680	Village of Frederic											M	59
60	Green Bay	37,415	Park Board	7	7			125.00	829.77	1,356.00		1,356.00	2,310.77	M	60
61	Horicon	2,214	Park Board										1,700.00	M	61
62	Janesville	21,628	City of Janesville	10	8		8	62,800.00	5,252.26	2,532.00	10,970.43	13,502.43	81,554.69	M	62
63	Kenosha	50,262	Department of Public Recreation	76	15	1	150		2,356.44	9,423.16	1,724.96	11,148.12	13,504.56	M	63
64	Kimberly	2,256	Village "K" Playground Commission	1	1			99.70	225.35	339.45		339.45	664.50	M	64
65	Ladysmith	3,493	Park Board	1				500.00	270.00	180.00	330.00	510.00	1,280.00	M&P	65

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RECREATION STATISTICS FOR 1932

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	2				2	4,500			1	500	1												6	100		Edward L. Roberson	1
2	6				6																1					C. D. McGehee	2
3	4				4		2				2	1	1		1								2		1	H. G. Stein	3
4	3				3		2				1	1									1	1,000			1	W. E. S. Dickerson	4
5			4	1	5				1		1	2											5			W. J. Klinger	5
6		2			2						1	1									1		1			Mrs. L. B. Sheppard	6
7																					1					Wayne C. Hickey	7
8	9	5			14	265,000	10		1		4	14	1	10,000	1		1				7	50,000	32	10,000	1	V. Schultz	8
9		1			1	10,000						1														J. C. Morris, Jr.	9
10		6			6	15,816					2	4													1	Chamber of Commerce	10
11	3	4		1	8	71,603						6											5	7,050		R. C. Oliver	11
12		1			1	[1]10,575					1	6														Bailey J. Santistevan	12
13		1			1				1	1,760															1	Mrs. George L. Johnson	13
14									2	1,500	1								2	1,500			3	500		L. A. Petersen	14
15		8			8	25,000	1	1,000	1	1,500	1	5					1				1		2		1	Edvenia Jeppson	15
16	2	6	6		14				2	1,000		5	1				1						6		2	E. Reid Collins	16
17		15			15				7	100,000	2	18			2						8	239,376	27	250,000	2	Charlotte Stewart	17
18		1			1						1	1	1								1		2			L. R. Hutchinson	18
19		1			1	90,000																				Dean I. Martin	19
20		1			1																		1			Dorothy Cornwall	20
21		1			1	2,700															1	11,588				Albert E. Slayton	21
22							1				1	1									1		1			Mrs. Esther J. Pratt	22
23		1			1																		1			F. Wilson Day	23
a		1			1	20,450															1	12,000	1		1	Bertha R. Salisbury	a
24																					1	19,500				Richard F. Hayden	24
25		6			6	40,000					6	5					1	500					4	1,000		Mrs. Virginia W. Ryder	25
26		1			1						1	1									1		1		1	M. Botts Lewis	26
a		1			1	5,000					1	1													1	H. Blankinship	a
27	14				14	754,958	3	51,373	3		4	4									3		11		1	Mrs. R. P. Munday	27
28		7			7						2												4			Dr. G. Colbert Tyler	28
29												3	1										3		4	R. C. Day	29
30				20	20	778,794			4	7,200	4	22									1	196,000	20	500,000	4	P. N. Binford	30
a																										Claire McCarthy	a
b		3			3		1																1			Mrs. Alice Harris	b
31		7			7	207,142			3	3,370		2											16		1	K. Mark Cowen	31
32	1				1						1	1											1		1	Mrs. Myra Murray	32
33		8			8	14,000					4	2	1	5,000												Milton A. Orphan	33
34																	1				1		1		1	Mabel B. Paige	34
35													1										2		1	A. M. Plaxton	35
36		1			1	3,000																			1	Walter J. Anderson	36
37		4			4						4	4							1				4			Ernest Amburn	37
38									2		1	3														C. L. Booth	38
39	1				1						1														1	W. C. Sommers	39
40		1			1						1	1									1	5,000			1	J. Fred Bohler	40
41	7			20	27		7				21	21	10				2						83		7	Ben Evans	41
42				8	8	2,209,053					1	15					1				4	567,003	45		11	Benjamin A. Clark	42
43		13			13	316,034	6	14,131				9	2	39,260					2	4,014			18	28,000	7	Norab M. Nilson	43
44		5			5	35,000	1	42,161				4									1		6		2	R. A. Hirsch	44
45		12			12	173,286					1												3	3,433	1	H. L. Burns	45
46																			2	3,200						J. A. Jackson	46
47		1			1	13,490																				W. B. Trosper	47
48		1			1																						48
a		1			1																					Mrs. E. Townsend	a
b		1			1																						b
49		14			14	83,593			3			1														Jeanne H. Barnes	49
50		1			1	110,000			1	3,000	2	2									3					L. D. Wiant	50
51		7			7	105,914			8	15,025	1	4											16	2,093		D. D. Hicks	51
52																					1	7,500				W. P. Kerwood, Jr.	52
53		21			21	437,757			8	22,816	8	5							3	11,117			2			S. A. Heatherly	53
a		1			1							1			1	31,140					1	58,066	4	1,320		H. P Corcoran	a
b		1			1	3,000																				Betty Eckhardt	b
54		6			6	194,384						3					1		1	4,000			12	20,000		Myrtle F. Sturtevant	54
55											1	1									1					H. C. Lange	55
56													1													Walter Gander, Jr.	56
57									2		2	1			1								2			Roland A. Klaus	57
58		5			5		2				5	5			1						1		4		1	F. G. Kiesler	58
59												2									1		2			Louis St. Angelo	59
60		6			6	91,296						5	1										6		2	E. H. Wilson	60
61											3	3	1													Chairman, Park Board	61
62		18			18	255,600					7	30	1	55,630	1	24,000			2				11	125,000		Kenneth F. Bick	62
63		8			8	190,585			8	79,335	3	5	1						1				10			G. M. Phelan	63
64		1			1	22,500						1									1		1	600	1	A. G. Briggs	64
65		1			1	54,000	2	550					1	18,000												J. W. Carow	65

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No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Wisc.—Cont.													
1	Madison	57,899	Department of Recreation, Board of Education	41	8	1	....	4,388.19	4,049.51	12,049.48	.....	12,049.48	20,487.18	M	1
2	Menasha	9,062	Park and Recreation Board	18	3	....	....	6,000.00	.....	.....	.....	.....	17,000.00	M	2
3	Menomonie	5,595	City Park Board	.....	.....	.....	....	.....	.....	.....	.....	.....	4,500.00	M&P	3
4	Milwaukee	578,249	Extension Department, Public Schools	552	351	15	....	74,557.00	38,600.00	248,721.00	93,696.00	342,417.00	455,574.00	M	4
			Board of Park Commissioners	.....	.....	.....	....	60,811.37	.....	.....	.....	.....	139,123.30	M	a
			Playground Division, Bureau of Bridges and Buildings, Department of Public Works	.....	.....	.....	....	198,909.50	.....	.....	.....	.....	[82]198,909.50	M	b
5	Milwaukee County[86]	725,263	Milwaukee County Park Commission	.....	.....	.....	....	294,442.45	72,780.26	47,116.06	137,923.21	185,039.27	552,261.98	C	5
6	Mineral Point	2,274	Park Board and School Board	2	.....	.....	....	.....	.....	.....	.....	.....	950.00	M	6
7	Neenah	9,151	City of Neenah and Red Cross	8	2	.....	....	.....	300.00	1,500.00	200.00	1,700.00	2,000.00	M&P	7
8	Oshkosh	40,108	Board of Education	148	31	.....	....	500.00	3,500.00	12,630.00	.....	12,630.00	16,630.00	M	8
			Park Board	.....	.....	.....	....	600.00	200.00	.....	.....	.....	3,500.00	M	a
9	Poynette	700	Clyde Sheppard Post No. 271	1	1	.....	....	.....	.....	.....	.....	.....	.....	P	9
10	Racine	67,542	Department of Parks and Recreation	34	22	1	....	51,000.00	18,780.00	15,261.00	.....	15,261.00	85,041.00	M	10
11	Sheboygan	39,251	Board of Education	94	18	2	77	.....	2,507.00	8,628.50	2,841.80	11,470.30	13,977.30	M	11
12	Shorewood	13,479	Village Board	.....	.....	.....	....	.....	1,314.20	.....	1,554.38	1,554.38	2,868.58	M	12
			Board of Vocational Education[87]	29	30	2	....	.....	5,693.38	20,599.77	7,347.67	27,947.44	33,640.82	S&M	a
13	South Milwaukee	10,706	School Board	3	4	....	1	.....	200.00	1,130.00	.....	1,130.00	1,330.00	M	13
14	Stevens Point	13,623	City of Stevens Point	.....	.....	.....	....	.....	1,000.00	.....	400.00	400.00	1,400.00	M	14
15	Two Rivers	10,083	Recreation Commission	13	6	2	....	1,056.89	7,772.54	7,365.56	7,795.60	15,161.16	23,990.59	M	15
16	Wabeno	2,165	Board of Education	.....	.....	.....	3	20.00	20.00	.....	.....	.....	40.00	M	16
17	Watertown	10,613	Park Commission, City Council and Board of Education	.....	.....	.....	....	.....	.....	.....	.....	.....	2,226.00	M	17
18	Waukesha	17,176	Playground Association	2	2	.....	....	.....	300.00	900.00	.....	900.00	1,200.00	M	18
19	Waupun	5,768	Playground Committee	1	.....	.....	....	.....	.....	80.00	.....	80.00	80.00	P	19
20	Wausau	23,758	Recreation Committee, City Park Department and Y. M. C. A.	1	.....	.....	....	400.00	1,250.00	425.00	2,100.00	2,525.00	4,175.00	M	20
21	Wauwatosa	21,104	Board of Education	1	3	.....	....	.....	175.00	500.00	.....	500.00	675.00	M	21
22	West Allis	34,671	Board of Park Commissioners	.....	.....	.....	....	.....	.....	.....	.....	.....	3,000.00	M	a
			Department of Recreation, Board of Education and Park Board	13	8	1	....	2,081.63	21,781.82	6,500.00	.....	6,500.00	30,363.45	M	22
23	Whitefish Bay	5,362	Village Board	4	.....	.....	....	.....	.....	.....	.....	.....	600.00	M	23
24	Wisconsin Rapids	8,726	Department of Public Works	.....	.....	.....	....	35,000.00	1,000.00	.....	5,000.00	5,000.00	41,000.00	M	a
			Board of Education	3	1	.....	....	.....	.....	.....	.....	.....	.....	M	24
	Hawaii														
25	Hilo	20,000	Woman's Club	5	4	1	5	.....	300.00	800.00	.....	800.00	1,100.00	C&P	25
26	Honolulu	202,887	Recreation Commission	17	21	....	300	.....	2,485.31	17,631.61	.....	17,631.61	20,116.92	M	26
	CANADA														
	Alberta														
27	Calgary	85,000	Parks and Recreation Department	1	10	.....	....	383.99	405.93	1,540.00	107.76	1,647.76	[88]2,437.68	M	27
	British Columbia														
28	Vancouver	265,000	Playground and Recreation Department, Board of Park Commissioners	14	20	2	.....	.....	3,500.00	12,000.00	4,070.00	16,070.00	19,570.00	M	28
	Manitoba														
29	Winnipeg	215,768	Public Parks Board	56	9	.....	.....	.....	34,988.30	10,199.65	24,376.45	34,576.10	69,564.40	M	29
	Ontario														
30	Hamilton	155,000	Playground and Recreation Commission	25	43	10	3	500.00	3,907.00	14,015.00	500.00	14,515.00	18,922.00	M	30
31	Kapuskasing	3,000	Park Board	.....	.....	.....	....	.....	5,000.00	.....	30,128.00	30,128.00	35,128.00	M	a
			Spruce Falls Power and Paper Company, Ltd.	5	1	4	4	.....	.....	.....	.....	.....	31,500.00	P	31
32	Kitchener	31,252	Recreation Association	16	15	.....	....	.....	800.00	3,222.75	175.00	3,397.75	4,197.75	M	32
33	London	67,000	Public Utilities Commission	29	21	.....	....	3,441.70	13,054.24	1,200.00	7,290.98	8,490.98	24,986.92	M	33
34	Ottawa	132,551	Playgrounds Department	19	13	1	....	1,462.19	8,550.21	8,138.20	22,645.98	30,784.18	40,796.58	M	34
35	Toronto	760,000	Parks Department	124	136	15	....	.....	51,465.00	102,524.00	30,128.00	132,652.00	184,117.00	M	35
			Board of Education	64	22	.....	....	.....	3,600.00	9,310.00	.....	9,310.00	12,910.00	M	a
	Quebec														
36	Montreal	1,200,000	Parks and Playgrounds Association	19	24	4	38	2,500.00	9,460.19	17,670.53	.....	17,670.53	29,630.72	M&P	36
			Recreation Department	118	12	46	....	.....	84,689.22	52,769.85	109,938.90	162,708.75	247,397.97	M	a
37	Quebec	140,000	Playgrounds Committee	3	3	.....	....	.....	1,363.42	978.95	412.50	1,391.45	2,754.87	M&P	37
38	Temiskaming	2,000	Athletic Association	.....	.....	.....	29	1,000.00	500.00	.....	1,370.00	1,370.00	2,870.00	M	38
39	Westmount	25,500	Parks Department	1	1	....	6	.....	8,689.98	1,237.00	127.45	1,364.45	10,054.43	M	39
	Saskatchewan														
40	Regina	54,000	Civic Playgrounds Association	10	5	....	75	.....	1,100.00	2,300.00	200.00	2,500.00	3,600.00	M	40
41	Saskatoon	42,234	Playground Association	27	2	1	....	.....	3,324.74	2,400.00	4,211.80	6,611.80	9,936.54	M	41

KEY TO SYMBOLS

† Under Sources of Financial Support M-Municipal Funds; P-Private Funds; S-State Funds and C-County Funds.

* The playground attendance figures include both participants and spectators.

** The attendance figures for buildings and indoor centers include participants only.

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No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1					13	317,048			9		1	1	5		1								2			Harry C. Thompson	1
2		13			13	300,000	2				2	13	2								1		3		1	Vernon Gruper	2
3												1	3													J. C. Wilcox	3
4	19	33			52	5,111,703			20	2,363,431	8	9											30		4	Dorothy Enderis	4
a											2	9	3				1	80,622			1	71,600	73	394,848	2	Charles Hauserman	a
b													2	338,492					7	785,983						Gilbert Clegg	b
5											6	7	4	431,571			5	299,762			1	53,807	7	6,000	1	George Hanaen	5
6					2				1		2	1	1		1								2			D. M. Morgan	6
7		4			4	200,000	4				1	1	1										13		2	Armin H. Gerhardt	7
8		4			4	34,231	1	14,127	5	11,046	2	3	2	200,000									12	8,000		Raymond C. Miller	8
a															1											A. G. Cone	a
9													1										1			W. E. Emerson	9
10		8			8	235,000	3	23,240	7	90,000	1	5	1	200,000									13	60,000	2	B. A. Solbraa	10
11		8			8	152,385			3	23,120		4	2	95,000					1	19,213			11			Ferdinand A. Bahr	11
12												1	1	9,000												William D. Stockwell	12
a		1			1	17,078			2																	H. M. Genskow	a
13		2	1		3	62,200					2	4											4			Marie Killingstad	13
14											1	2	1	3,000												F. M. Vincent	14
15		3	3		6	106,835	1	70,784	3	151,076	1	2	2						1				7			Arthur P. Eckley	15
16		3			3	20,000					2	2	1										2		1	A. P. Euler	16
17											1	1	1										4			Mrs. E. E. Fischer	17
18		3			3	116,500						4	1								1		9			Fred Hofherr	18
19		1			1	1,500																				Mrs. G. J. Davison	19
20		7		4	11	150,000						25									1	41,000	12			I. S. Horgen	20
21		3			3						1												6		1	William T. Darling	21
a											1	5									1	60,000	5	10,000		Hans A. Koenig	a
22	2	8			10	350,000			2	34,000	6	4							1	15,000			16	4,000	2	Paul F. Hagen	22
23													3										2			C. A. Wangerin	23
a												1	3										2			F. F. Buckley	a
24		1		2	3				2		1	2									1		12			J. A. Torresani	24
25	5	10			15				1		6	5														Ernest A. Lilley	25
26		22			22		4																			Arthur K. Powlison	26
27		11			11	59,226					2	3					1									William R. Reader	27
28		15			15	600,000			5	55,000	3		12		1		1				4	13,000	110	100,000	14	Ian Eisenhardt	28
29					27	974,406					1	3					2	66,831			1	56,645	55	67,671	7	G. Champion	29
30		17			17	445,641			4	14,386															5	John J. Syme	30
a											1	3					1		1	47,194			22			F. Marshall	a
31		1			1		2		1		1	1											3			Herbert J. Swetman	31
32		7			7	105,877			7	50,000		1									1	6,234			2	H. Ballantyne	32
33		13			13	217,080					3	5	1	20,000			1				2	10,000	10		3	G. N. Goodman	33
34		15			15	359,861					1		4						2				5			E. F. Morgan	34
35	5	58			63	2,020,000	5	240,052	58	309,199	2	20	6										308	50,719	11	S. H. Armstrong	35
a		22			22	151,638													12	86,800						F. L. Bartlett	a
36	2	11			13	507,350	1	30,000	1	674,383																William Bowie	36
a	40			30	70	10,036,238	20		1			17					1		17		5		40			Lucien Asselin	a
37		3			3	25,000							1	2,447					1	502						J. B. O'Regan	37
38		3			3	10,000			1	3,000	1	1			1	500							4	2,000	1	A. K. Grimmer	38
39	6				6						1				2								18		1	P. E. Jarman	39
40		14			14	115,070					14															William H. Turner	40
41		5		9	14	26,046															1	65,768			2	Lloyd A. Kreutzwieser	41

FOOTNOTES

1 This number represents 38 men and 9 women assigned to the Park and Recreation Board by the Red Cross as a part of the relief "made-work" program.

2 In addition to this amount approximately $10,000.00 worth of labor was supplied by the county for development of recreation areas.

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3 This figure includes attendance at swimming pools.

4 The Los Angeles County Department of Recreation, Camps and Playgrounds maintained recreation facilities in the following municipalities in 1932: Redondo Beach, Manhattan Beach, Long Beach, Santa Monica, City Terrace, Eureka Villa, Dexter Canyon, Alondra Park, San Dimas, Michelinda, and Temple.

5 This figure includes other park activities.

6 Salary paid by Board of Education not budgeted against recreation account.

7 This figure includes attendance at the recreation buildings.

8 The Santa Barbara County Board of Forestry operated bathing beaches at Carpenteria and Gaviota Beach.

9 The Branford Community Council, Inc. operated a playground at Short Beach and Stony Creek.

10 This figure represents participants only.

11 $58,632.24 of this amount is paid by the Park Department towards the maintenance of playgrounds operated by the Board of Education.

12 This figure represents only the summer attendance. Attendance on school year playgrounds not given.

12a In addition to this amount labor to the value of $7,453.60 was supplied to the department by the County Emergency Relief Council as part of their "made-work" program.

13 This amount includes some expense for equipment.

14 The amount of upkeep paid by another department not included.

15 This figure represents total attendance for all facilities.

16 This figure includes participation at the 9-hole golf course.

17. Maintained a program of community recreation activities for colored citizens.

18 This amount does not include expenditure for life guards.

19 Recreation facilities are maintained by the Winnebago County Forest Preserve District in Rockford, Rockton Township, Pecatornica, Shirland, Loves Park, and Cherry Valley.

20 This amount does not include leadership furnished by Y. M. C. A.

21 This figure includes $13,885.00 spent from unemployment funds for recreation purposes.

22 These facilities are also used by the Board of Education.

23 This figure includes attendance at indoor recreation centers.

24 This is a 5-hole golf course.

25 This figure includes attendance at wading pools.

26 This playground is under leadership. Number of leaders not given.

27 Salaries and wages not included in this amount.

28 Other private funds not included in this amount.

29 The Community Service program in this city is one of organized activities not centralized. A year round director with the aid of trained volunteers recruited from community groups and agencies aims to develop the recreational resources of the city through a varied program including training classes for volunteer leaders.

30 This report represents facilities in Weston and Canton. Expenditures refer only to Canton.

31 This report includes Turners Falls and Millers Falls located in the town of Montague.

32 Swimming instructors were furnished by the Red Cross.

33 There are 5 villages in Grosse Pointe Township served by the Board of Education.

34 The Neighborhood Guild serves villages of Wakefield, Peace Dale, Kingston, West Kingston, Matunuck, and Narragansett.

35 This figure includes attendance at recreation buildings and indoor recreation centers.

36 The Flint Community Music Association promotes and operates a community-wide music program in cooperation with public schools, churches, industries, and homes.

37 The Board of Education granted free use of buildings and grounds to social agencies and also provided a playground supervisor. Eight social agencies provided instructors for 10 playgrounds for 8 weeks.

38 This amount represents only capital expenditure, other expenditures not available.

39 The aim of this Association is to develop the recreational resources of the city. Its program includes the promotion of special activities and the training of recreation leaders.

40 The Dramatic League promotes a community-wide dramatic program.

41 The Essex County Park Commission maintained recreation facilities in Newark, Bloomfield, East Orange, Irvington, Montclair, Nutley, Orange, Belleville, Caldwell, West Orange, Verona, Essex Fells, Millburn, and South Orange.

42 The Hudson County Park Commission maintained recreation facilities in the following municipalities: Jersey City, Harrison, Kearny, North Bergen, Bayonne, Hoboken, and Union City.

43 The Passaic County Park Commission maintained recreation facilities in Wayne Township, Paterson, West Paterson, Pompton Lakes, and Totowa.

44 This is a 27-hole golf course.

45 Seven of these workers were supplied to Recreation Commission by Emergency Relief as part of "made-work" program.

46 The Union County Park Commission maintains recreation facilities in New Providence, Scotch Plains, Westfield, Kenilworth, Roselle, Rahway, Linden, Union, Mountainside, Summit, Plainfield, Elizabeth, Cranford, Hillside, Roselle Park, and Garwood.

47 This figure includes all partipation in swimming.

48 This is one of the communities in Westchester County which is also served by the County Recreation and Park Commissions.

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49 Eastchester includes the incorporated villages of Bronxville and Tuckahoe.

50 The Erie County Park Commission maintains recreation facilities in East Hamburg, Aurora, Lancaster, and Tonawanda.

51 One of these is also listed as a full time year round worker with the Recreation Commission.

52 This amount does not include upkeep of facilities which are maintained by a private corporation.

53 The Monroe County Park Commission maintains 5 county parks.

54 These workers supplied as part of "made-work" program.

55 Expenditure for upkeep not available.

56 In addition to this amount, about $24,000.00 of unemployment relief funds were spent for improvement of recreation areas.

57 This amount represents expense for summer work only.

58 This amount does not include expenditures of other municipal departments which maintained and controlled many of the facilities used by the Department of Recreation.

59 In addition to this, relief funds to the amount of $35,000.00 were spent for development of recreation facilities.

60 The Westchester County Recreation Commission aids the cities, small towns and villages of the county in increasing recreation opportunities for their citizens. Among its activities are the organization of dramatic groups, recreation clubs, community choruses, county play days, and training classes for volunteer leaders.

61 The Westchester County Park Commission maintains recreation facilities in Yonkers, Ardsley, Tarrytown, Harmon, White Plains, Mount Vernon, New Rochelle, Rye, Cortlandt, and Yorktown.

62 Fifty of these men and 78 of these women workers were used on the stagger system.

63 In addition to this amount, approximately $60,000.00 from unemployment work funds were spent for development of recreation facilities.

64 County population served 56,000.

65 This amount was spent for winter sports facilities and program.

66 This amount represents golf course expenditure only.

67 In addition to this amount, $10,000.00 were spent from unemployment funds for development of recreation facilities.

68 In addition to this amount, $308,605.08 were spent by the Welfare Department through the Work Relief Bureau for development of recreation facilities.

69 This figure includes attendance at the outdoor swimming pools and the wading pools.

70 This amount was spent for a community-wide program of music and nature activities.

71 The Cleveland Metropolitan Park Board operates recreation facilities in the following municipalities: Bay Village, Rocky River, Hinchley, Brecksville, Bedford, Euclid, North Olmsted, Strongville, and Cleveland.

72 An additional expenditure of approximately $10,000.00 was made from unemployment funds for development of recreation facilities.

73 This figure represents total number of workers.

74 In addition to this amount, $19,000.00 were spent from unemployment funds for improvement of recreation facilities.

75 Joint program conducted by Recreation Council representative of recreational agencies of the city.

76 The Allegheny County Bureau of Parks maintains recreation facilities in McCardles, Snowden, and Broughton.

77 A special recreation committee was formed to carry on the program during emergency.

78 This figure includes playground attendance also.

79 This amount represents only expenditure for leadership.

80 This report covers playground and recreation service in the following communities: Wilkes Barre, Forty Fort, Wyoming, Georgetown, Lee Park, Newtown, Sugar Notch, and Warrior Run.

81 Other expenditure by Park Department for upkeep and maintanance of facilities not included in this amount.

82 The Community Recreation Association serves as a clearing house for recreation in Richmond and is a promoting, demonstrating organization.

83 Oglebay Institute in cooperation with the Wheeling Park Commission and West Virginia University conducts an experimental program of recreation activities at Oglebay Park and serves a tri-state area with a population of 200,000.

84 This figure represents regular teachers who volunteer extra service.

85 This amount expended only for development of permanent facilities for School and Park Boards.

86 The Milwaukee County Park Commission maintains recreation facilities in South Milwaukee, West Allis, Wauwatosa, Shorewood, Greenfield, North Milwaukee, and Brown Deer.

87 Use buildings, swimming pool, playgrounds, and equipment of the Board of Education.

88 This amount represents only playground expenditure.

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National Recreation Association

Incorporated

FINANCIAL STATEMENT

January 1, 1932 thru December 31, 1932

General Fund Balance December 31, 1931		$ 10,380.51
INCOME		
Contributions	$209,372.09	
Contributions for Specific Work	5,553.51	
Interest and Dividends on Endowment Funds	8,891.25	
Interest and Dividends on Frances Ross Poley Fund	310.00	
Bank Interest	129.71	
Recreation Sales, Subscriptions and Advertising	6,361.49	
Badge Sales	2,035.28	
Special Publication Sales	9,779.92	
Business Operations	2,420.93	
International Recreation Congress	7,706.48	252,560.66
		262,941.17
EXPENDITURES		
Community Recreation Field Service	$157,452.40	
Field Service to Colored Communities	13,970.84	
National Physical Education Service	12,628.08	
Correspondence and Consultation Bureau	26,893.59	
Physical Efficiency Tests—Boys' and Girls' Badges	1,507.27	
Publications and Bulletin Service	15,244.45	
Recreation	16,310.25	
Recreation Congress	2,528.30	
Play in Institutions	2,126 46	
International Recreation Congress 1932	11,354.68	
Recreation Service to Real Estate Developments	6,768.68	266,785.00
Excess of Expenditures, December 31, 1932		3,843.83
Loan from Emergency Reserve Fund		20.000.00
		16,156.17
Commitments December 31, 1932		32,662.10
KATHERINE F. BARKER MEMORIAL FIELD SECRETARY ON ATHLETICS AND RECREATION FOR WOMEN AND GIRLS		
Balance December 31, 1931	$ 2,756.03	
Receipts to December 31, 1932	6,500.00	
	9,256.03	
Expenditures to December 31, 1932	4,791 44	$ 4.464.59

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Francis J. Torrance Memorial Field Secretary for Play in Institutions		
Balance December 31, 1931	$ 1,063.11	
Receipts to December 31, 1932	1,632.00	
	2,695.11	
Expenditures to December 31, 1932	2,695.11	
Stabilization Fund Project		
Balance December 31, 1931	$ 6,429.89	
Expenditures to December 31, 1932	6,429.89	
Massachusetts Project for Conserving Standards of Citizenship		
Receipts to December 31, 1932	$ 1,000.00	
Expenditures to December 31, 1932	595.19	$ 404.81

RECAPITULATION

Balances December 31, 1931		
General Fund	$ 10,380.51	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	2,756.03	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	1,063.11	
Stabilization Fund Project	6,429.89	$ 20,629.54
Income to December 31, 1932		
General Fund	$252,560.66	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	6,500.00	261,692.66
Francis J. Torrance Memorial Field Secretary for Play in Institutions	1,632.00	
Massachusetts Project for Conserving Standards of Citizenship	1,000.00	
Plus Loan from Emergency Reserve Fund to General Fund		$282,322.20 20,000.00
		$302,322.20
Expenditures to December 31, 1932		
General Fund	$266,785.00	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	4,791.44	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	2,695.11	
Stabilization Fund Project	6,429.89	
Massachusetts Project for Conserving Standards of Citizenship	595.19	$281,296.63
		21,025.57

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BALANCES December 31, 1932		
General Fund	$ 16,156.17	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	4,464.59	
Massachusetts Project for Conserving Standards of Citizenship	404.81	21,025.57
COMMITMENTS December 31, 1932		
General Fund	$ 32,662.00	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	4,464.59	
Massachusetts Project for Conserving Standards of Citizenship	404.81	37,531.40
ENDOWMENT AND RESERVE FUNDS		
Special Fund (Action of 1910)	$ 25,000.00	
Lucy Tudor Hillyer Fund	5,000.00	
Emil C. Bondy Fund	1,000.00	
George L. Sands Fund	12,546.37	
"In Memory of J. I. Lamprecht"	3,000.00	
"In Memory of Barney May"	500.00	
"In Memory of Waldo E. Forbes"	1,403.02	
Frances Ross Poley Memorial Fund (x)	6,000.00	
Ellen Mills Borne Fund	3,000.00	
Other Gifts	175.00	
C. H. T. Endowment Fund	500.00	
Frances Mooney Fund	1,000.00	
Sarah Newlin Fund	500.00	
"In Memory of William Simes"	2,000.00	
"In Memory of J. R. Jr."	250.00	
Frances R. Morse Fund	2,000.00	
Emergency Reserve Fund	$154,975.00	
Loaned to General Fund	20,000.00	134,975.00
Loss and Gain on Sale of Securities	2,573.50	
Ella Van Peyma Fund	500.00	
Nettie G. Naumburg Fund	2,000.00	
"In Memory of William J. Matheson"	5,000.00	
Alice B. P. Hannahs Fund	1,400.00	
"In Memory of Daniel Guggenheim"	1,000.00	
"In Memory of Alfred W. Heinsheimer"	5,000.00	
Nellie L. Coleman Fund	100.00	$216,422.89
Received during 1932:		
Elizabeth B. Kelsey Fund		500.00
		$216,922.89

(x) Restricted.

I have audited the accounts of the National Recreation Association for the fiscal year ending December 31, 1932 and certify that in my opinion the above statement is a true and correct statement of the financial transactions of the General, Special Study, and Endowment Funds for the period

(*Signed*) J F CALVERT,
Certified Public Accountant

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National Recreation Association

Incorporated

formerly named PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

315 Fourth Avenue, New York City

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JOHN H. FINLEY, *First Vice-President*
JOHN G. WINANT, *Second Vice-President*
ROBERT GARRETT, *Third Vice-President*
GUSTAVUS T. KIRBY, *Treasurer*
H. S. BRAUCHER, *Secretary*

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Concord, New Hampshire

MRS. WILLIAM H. WOODIN, JR.
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Nathan D. Bill
Springfield, Massachusetts
George F. Booth
Worcester, Massachusetts
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Morristown, New Jersey
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Dalton, Massachusetts
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ALHAMBRA, California, now boasts of having one of the finest community centers in the West. Last year the city purchased the property from the Alhambra Athletic and Country Club for $25,000, in this way securing a center which could not be duplicated for several times this amount. The site covers more than five acres. Facilities include a community building with auditorium, gymnasiums and club rooms, a battery of two concrete tennis courts, athletic and baseball fields, handball courts, and a children's playground. Claude C. Downing, Supervisor of Recreation, is in charge of the activities of the building.

A Social Recreation Institute in Columbus

THE report of the Social Recreation Leadership Institute held in Columbus, Ohio, December, 1932-January, 1933, compiled by the director of the institute, G. de Sole Neal, is significant as indicating the growing interest in training of this type. One hundred and twenty-one organizations were represented of which 47 were churches. The total attendance was 723; the average attendance at each of the six sessions, 120.5. Of the enrollment 47.5 per cent were men, 52.5 per cent women. Thirty-nine per cent of those attending did not miss a single night; 22 per cent missed only one night. This is a particularly good record in view of the fact that there was a heavy snowstorm on the night of the second session and that two of the meetings came during the Christmas and New Year holidays.

Playgrounds in Phoenix

AS a demonstration of the need for organized playgrounds, the Maricopa County Council of Parent-Teacher Associations with a supporting recreation council representing local groups, has established in Phoenix, Arizona, 19 play centers. These centers are operated on Saturday mornings between 9:00 and 12:00. Leadership is provided by 72 majors in physical education at Tempe College who receive credit for their field service, and 26 junior high school physical education majors who are also given credit for the work. In addition, 150 Parent-Teacher workers serve on a rotating basis in groups of 36 each Saturday as helpers at the various centers. All workers are volunteers. Four thousand children appeared the first Saturday the playgrounds were opened.

Home Play Contests in Los Angeles

THE development of back yards of Los Angeles, California, into playgrounds where children and parents may enjoy playtime hours is the object of a city-wide back yard playground contest held under the joint sponsor-

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ship of the tenth district Parent-Teacher Federation and the Playground and Recreation Department. Parents throughout the city are being urged to develop their yards as recreation centers to provide safe play areas for their children and recreational facilities for all members of the family. To make it possible for everyone who has a back yard to enter the contest, rules of competition have divided the event into four classes. In the first class will be entered back yard playgrounds developed without any expense; in the second, those costing less than $5; in the third those costing less than $15; and in the fourth, those created at a cost of more than $15.

Recreation Leadership Training in Pittsburgh—A total of 350 people enrolled in a recent leadership training course held in Pittsburgh under the auspices of a number of local organizations. Two hundred and thirty-five of these were interviewed for placement and by February 8th, 221 had been placed. These volunteers have not been organized into a club but it is hoped to have meetings at intervals of four to six weeks to maintain the interest of the volunteers.

Kiwanis Clubs and Recreation—A letter has been sent from the Kiwanis Governor's headquarters of Indiana to each of the seventy Kiwanis Clubs in the state urging them to promote at least some of the following activities: playgrounds, athletic leagues, contests, picnics, community programs and club or inter-club activities, such as golf, picnics, ball games, horseshoe tournaments, minstrels and quartets. An award has been offered to the club promoting the largest number of recreational projects. Mr. G. G. Eppley, City Recreation Director of Evansville, is in charge of this activity of the Kiwanis Clubs.

A Music Festival for Colored Citizens—On February 27th the colored citizens of Charlotte, North Carolina, brought to a climax a recreation institute and music festival in a musical performance given in the Charlotte armory. So successful was the festival that it was necessary to repeat it on March 5th. A crowded house heard the singers. The result has been that the radio station has asked for a regular series of broadcasts at 9:30 each Wednesday night. This program, sponsored by the Charlotte Park and Recreation Commission and known as the "Southland Singers," will feature Negro spirituals, folk songs and southern melodies. A chorus of from twenty to twenty-five voices will be used and some of the city's best Negro soloists will be introduced.

A Twenty-fifth Anniversary—This year William G. Champlin, Chief of the Bureau of Recreation of Philadelphia, is celebrating his twenty-fifth anniversary in the recreation movement. In 1909 Mayor Reyburn appointed a Playground Commission to study the recreation needs of Philadelphia and Mr. Champlin was elected Secretary. As a result of the work which he did in gathering information, the City Councils appointed a Playground Commission, Department of the Mayor. In January, 1911, through an act of the State Assembly, a Department of Recreation under the Mayor was created, and Mr. Champlin was elected as Executive Secretary, a position which he held for nine years. In 1920 a new charter was adopted placing the Department of Recreation under the Department of Public Welfare, known as the Bureau of Recreation. Mr. Champlin continued to retain his title of Executive Secretary and in February, 1931, was elected Chief of the Bureau.

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Not only Philadelphia has benefited by Mr. Champlin's wide knowledge of construction problems and similar matters; he has always generously given his help to other cities seeking information. We extend our heartiest congratulations to Mr. Champlin on the completion of his twenty-five years of useful service.

"Fishermen's Luck" — The Department of Public Playgrounds and Recreation of Reading, Pennsylvania, has issued a bulletin giving information regarding brook trout, brown trout and bass streams in the vicinity of Reading. The bulletin suggests how these fishing grounds may be reached and gives the names of the wardens.

In Fond du Lac—Fond du Lac, Wisconsin, is to have a natural theatre and outdoor gymnasium for boys and girls constructed in the grove at the rear of the senior high school. The stage will be built near the river with a natural earth shell as background. Seats will be located on the opposite bank of the river where the bank will be terraced down through the streams. The outdoor gymnasium will include three soft ball courts and three tennis courts, and excess earth to be acquired from dredging the river will be used for constructing a mound along the side of a football field which will be terraced as a grand stand. This project will give employment to 150 men taken from the relief list. The only actual cash outlay will be for the tools used.

Vocational Classes in Toledo—Vocational classes have been included in the program at the city recreation center at Toledo, Ohio. In response to newspaper announcements, 520 young men and women of an average age of twenty-three registered without charge for classes in radio and automobile mechanics, journalism, public speaking, woodworking, sewing and music. There are also two dramatic groups, one for children and one for adults. Volunteer leaders are in charge, including members of the public school staff and an editor of one of the newspapers.

Boys' Clubs—Boys' clubs in the United States increased their membership by 7 per cent in 1932, though their income was reduced by 12 per cent, according to statistics from the New York headquarters of the affiliated Boys' Clubs of America.

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Recreation Center in Santa Barbara Continues to Function—Though the recreation center of Santa Barbara, California, will no longer receive financial support from the Community Chest, it will continue to operate on funds received through contributions. The report for 1932 states that during the year an average of 500 people a day made use of the recreation center buildings. Of this number three-fifths, or about 300 per day, took part in the community house activities carried on by the recreation center under the leadership of its own staff of workers. These activities took place in the club rooms, a gymnasium, on the tennis court, the outdoor playground, in the workshop, the sewing class, the dramatic and puppetry classes, the play school for little children and the emergency rooms for women. The remaining two-fifths of the people who came to the recreation center during the past year made use of the public rooms available to them at practically the cost of operation.

Eighth Seminar in Mexico—The Committee on Cultural Relations with Latin America, 112 East 19th Street, New York City, announces that the Eighth Seminar in Mexico held under its auspices will meet July 8th to July 28. There will be a three weeks' program of lectures, round tables and field trips planned to give a comprehensive introduction to Mexico. Requests for further information should be addressed to Hubert C. Herring, Director.

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A Training Course for Camp Counselors—A training course for camp counselors will be held under the auspices of the Children's Welfare Federation from June 22nd to 25th at Northover Camp, Bound Brook, New Jersey. Karl D. Hesley, Director of social activities, Henry Street Settlement, will be director of the course. Instruction and practice will be provided in nature study, music, story telling, athletics and games, aquatics, crafts and hobbies. A special feature this year will be a conference of camp directors to be held on one afternoon to discuss objectives and methods for training counselors while at camp. Further information may be secured from Dr. M. Alice Asserson, Children's Welfare Federation, 386 Fourth Avenue, New York City.

Securing Handcraft Supplies—With practically no funds available in the budget for buying materials for handcraft, the Park and Recreation Board of Birmingham, Alabama, has been obliged to turn to private sources. All the paint necessary for the handcraft program has been secured by appeals to wholesale paint dealers. Lumber and cloth have been obtained through the generosity of local wholesale dealers in these supplies.

Last summer handcraft was particularly stressed on the playgrounds of Orangeburg, South Carolina, and at the end of the season an exhibition was held. The articles were made at practically no cost to the department for materials. Wooden crates, bottles, jugs and old magazines were utilized, and the glass for the framed pictures was gleaned from the discarded pieces from one of the studios. Many of the mills gave lumber scraps.

At the New Bedford Playgrounds—Under the leadership of many volunteers working under the direction of two paid experienced workers, the playgrounds of New Bedford, Massachusetts, last summer had a busy and successful season. Each day 2500 children flocked to the park and play centers. At first it seemed that six centers would meet the needs but it soon became necessary to open two more. Activities of all kinds filled the days. Horseshoes and quoits were popular. Fearing accidents to small boys through the use of metal quoits, Chief of Police McLeod made up sets of rope quoits. By splicing rope into rings, wrapping each piece of rope with twine and putting on a coat of shellac, a solid but non-bruising quoit was evolved. In addition to the three sets

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of quoits presented each playground, Chief McLeod made up standards and pegs to go with them, painting the base-board red and the goal pegs aluminum. Many merchants and individuals donated materials, but time and skill were the chief contribution, for under the supervision of the two paid leaders, a total of 185 young women and 148 young men gave some service on the playgrounds during the two summer months.

Dramatics on the Austin Playgrounds—There were dramatic clubs last summer on each of the playgrounds of Austin, Texas. Three divisions of clubs were organized—for girls, for boys and for adults. The first city-wide drama tournament was held in 1932 with the three divisions from each ground represented in age classifications. These divisions were—ten to fifteen years, fifteen to eighteen years, and eighteen and over. On each playground as a part of the drama program the children worked with puppets. They would choose a story, model the heads of the puppets out of clay or make papier-mache heads, and then make the bodies, dress them and string them for use. Stage settings, properties and the design of the screen were worked out by the individual playgrounds, and each playground prepared a play for a special puppet tournament held July 18th, 19th and 20th.

Puppetry has come, in a number of cities, to be one of the most fascinating of playground projects, and it may be carried on at little cost.

A Drama Festival—Early in March adult drama clubs of eleven Los Angeles, California, city playgrounds held their first annual municipal drama festival under the auspices of the Playground and Recreation Department. Each of the eleven clubs entered one act plays in the tournament and district competion in four sections of the city was scheduled, the winner in each district competing in the tournament finals on April 11th. Members of the advanced drama class of the Los Angeles Junior College served as judges. Arrangements were made whereby all the presentations might be witnessed by the public free of charge.

Drama Clubs Compete For Honors—Adult drama clubs of 11 Los Angeles city playgrounds held in April their first annual municipal drama festival under the auspices of the City Playground and Recreation Department. Each of the 11 clubs entered one act plays in the tournament, and district competition was scheduled in 4 sections of

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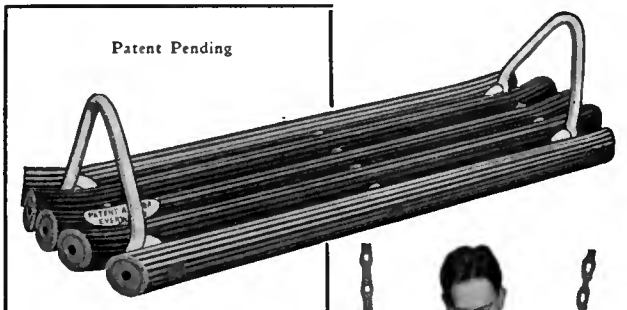

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the city, with the winner in each district competing in the tournament finals at Echo Community Center. Members of the advanced dramatic class of the Los Angeles junior club served as judges. All presentations were witnessed by the public free of charge.

An Annual Demonstration — Early in April the recreation center of Peoria, Illinois held its annual demonstration in the City Armory which was packed with about 5000 people. There was an elaborate exhibit of articles made by girls and women including sewing, quilt making, crocheting, plaque work, flower making, sketching, painting and cartoon making. In the woodwork exhibit prepared by the men there were lamp stands, piano stools, small book cases, book ends, and tables.

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The recreation center band and orchestra of eighty pieces played, and there were solo numbers. Over 700 girls and women, ranging in age from 6 to 72 years, gave an exhibition of drills and exercises. One member of the class who has had a perfect attendance record recently celebrated her 72nd birthday.

The Bloomfield Symphony Orchestra — On April 2nd the Bloomfield Symphony Orchestra held its closing concert in the high school auditorium. Between 800 and 900 people attended the concert, among them the Mayor, the City Council, and members of the Recreation Commission. The orchestra, which has grown to 72 pieces, has made remarkable progress since its first concert.

New Tennis Court Regulations—In order to regulate play at the Los Angeles, California, municipal tennis courts so that a large number of people may enjoy the facilities, the Department of Playground and Recreation has limited the use of courts to adults on Saturdays and holidays and other days before 8:00 A. M. and after 5:00 P. M. As an exception to the new ruling, it was decided that children would be permitted to use the courts at any time when playing tennis with their parents. Another new regulation provides that tennis courts be subdivided into three groups for the use of beginners, good players and experts, with players in each classification being requested to play in the group which most closely fits their tennis ability.

Social Centers Close in Passaic—The winter program at the five social centers maintained by the City Recreation Department of Passaic, New Jersey, closed the last week in March. These centers had been staffed by over twenty unemployed. Two of them were open five nights a week, the others two and three nights a week. The average daily registration, including both young men and women, was 716.

Camp Rates Reduced—To make outdoor vacations possible this summer for families of limited means, a drastic cut in fees charged for the use of municipal mountain camps has been announced by the Los Angeles, California, Playground and Recreation Department. At Camp Seeley the slash in rates ranges from 28 per cent for adults to 50 per cent for small children. At Camp Sierra the reduction is from 20 per cent for adults to 60 per cent for little children. Under the

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new schedule of fees it will be possible for an adult to enjoy the use of all camp facilities at Seeley and receive meals and lodging for $1.45 a day.

Evansville's Community Meetings — The monthly community meetings held in Evansville, Indiana, under the auspices of the Department of Municipal Recreation, have been continued with great success. The meetings are held in the coliseum seating about 5,000 people and a program of local talent is presented. The admission charge of five cents for two people has made it possible to pay all expenses. A visitor attending one of the programs stated: "An hour and a half before the program started the doors were opened and people were coming in. When the program started the seats were all filled and over a thousand people were obliged to stand. I do not know that I have ever seen such splendid community spirit."

Raising Funds For Leadership—The *Minnesota Municipalities* for April reports that the American Legion of Minneapolis, Minnesota, has undertaken the raising of funds to furnish one instructor for each of the thirty-three playgrounds to be opened this summer. Under this plan volunteer assistants will be provided the paid workers.

At Skid Road Recreation Center — From October 19, 1932, when the center was established, to January 19, 1933, 200,000 homeless men, an average of approximately 2,800 a week, have registered at the Skid Road Recreation Center maintained for unemployed men by the Seattle, Washington, Park Department. Here husky woodsmen and salt bronzed seamen read, play games, hold "gab fests" or just rest. Since the hall opened, Chief of Police L. L. Norton, announced, arrests for disorderly conduct—a good fight or drunkenness—have been cut in half at Skid Road. Cheap burlesque shows, shooting galleries and pool rooms are bewailing their patronage loss since the

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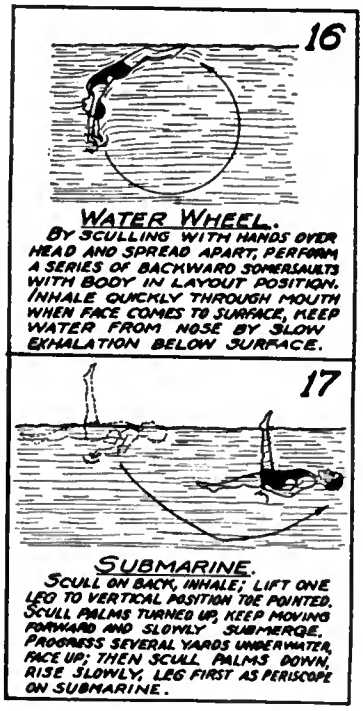
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BY SCULLING WITH HANDS OVER HEAD AND SPREAD APART, PERFORM A SERIES OF BACKWARD SOMERSAULTS WITH BODY IN LAYOUT POSITION. INHALE QUICKLY THROUGH MOUTH WHEN FACE COMES TO SURFACE, KEEP WATER FROM NOSE BY SLOW EXHALATION BELOW SURFACE.
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center opened, and police records show there has been less drunkenness, fighting and general rowdyism in the neighborhood than at any similar period during the past three years—and this in spite of the fact that at least three times as many men are wandering about Skid Road with nothing to do as there were three years ago.

Pasadena's Annual Banquet—On March 8th the Pasadena, California, Recreation Department held its tenth annual banquet. The reception and banquet were followed by a dance review. Then came the annual report presented by Cecil F. Martin, director. Next the anniversary jamboree of rhythm, songs and "gags" was given. Kenyon J. Scudder, chief probation officer of Los Angeles County, gave an illustrated address, "The Juvenile Wanderer Arrives in Los Angeles." The evening closed with a grand march and dancing.

An Experiment in School Forestry—What will probably be the first school forest ever established in Rhode Island is to become a realty at the Hitty Corner Elementary School in the Town of West Greenwich, the smallest town in the state in population. The chairman of the school committee will give the town between four and five acres of

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land adjacent to the school; the State Forestry Association will donate about 4,500 three year old trees, and the pupils of the school, under the direction of an expert forester, will plant and care for them. Title to the forest will rest in the town, but the school committee will be the official sponsor of the project and the forest will be maintained coming years by the succeeding groups of pupils who attend the little one room schoolhouse.

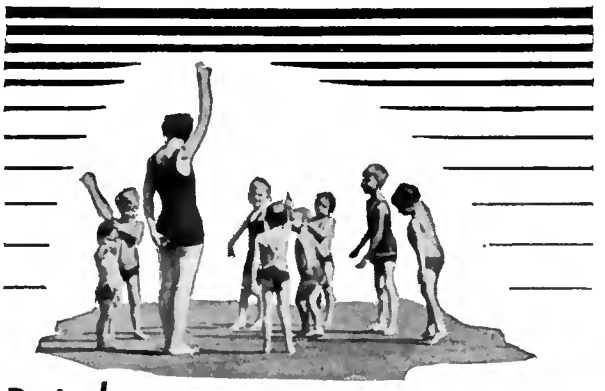
Community Assemblies in the Philippine Islands—One of the accomplishments of Theodore Roosevelt, an honorary member of the National Recreation Association, during his term of office as Governor General of the Philippine Islands was the organization of community assemblies held once a month for adults. The first part of the program, as outlined in the report of the Governor General, consists of lectures, current events and an open forum. This is followed by folk dances, folk songs and musical numbers. The third part of the assembly may, if desired, be devoted to athletic games.

Charlotte's Sunrise Service—On Easter Sunday the Charlotte Park and Recreation Commission held its sixth annual sunrise service in the Open Air Theatre. A full Moravian service was held. The antiphonal playing of the band was most impressive. In spite of rain, 1200 people attended.

The greater part of the community Good Friday service was broadcast this year. Walter Cartier, Superintendent of the Commission, was in charge of the broadcast.

A Serviceable Hockey Rink—The Recreation Commission of South Orange, New Jersey, has installed a new concrete hockey rink with sloping sides which permit of its use as a wading pool. Last winter the children found a happy use for the rink when the area inside the boards was usurped by the smaller children as a roller skating rink, the section outside the boards by the older boys as a banked bicycle track. The Superintendent of Recreation, Mr. Joseph J. Farrell, planned a six day bicycle race for older children consisting of a one hour period each afternoon. The teams were made up of two boys alternating every ten minutes. This proved a very popular activity.

Olympic Swimming Stadium Becomes a Recreation Center—On May 13th the Los Angeles, California, swimming stadium was opened



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NATIONAL RECREATION ASSOCIATION

315 Fourth Avenue New York City

for public use as a municipal recreation center conducted by the Playground and Recreation Department. A gala swimming carnival and aquatic sports marked the opening. The stadium, first used for the Olympic Games, has since received additions and improvements to adapt it for recreational use. To provide for non-swimmers, a great semi-circular shallow pool has been built adjoining the deep water Olympic plunge.

In spite of the many special features for swimmers and divers, admission rates will be the same as at other municipal pools. Children under sixteen will be admitted for five cents, those from sixteen to twenty for ten cents and adults for twenty cents, with an extra charge of five cents in each case for the use of the city bathing suits.

From Garage to Community Center—A hundred jobless men in Pittsburgh have turned a dilapidated three-story garage into a community center. They have repaired the leaking roof, put in new flooring, electric wiring and plumbing, and have given the building a coat of paint to save its time worn walls. They have also built solid tables, benches and chairs, and converted the building into a comfortable gathering place for men who have previously found the streets their only center. Families of the men, too, have taken advantage of the center's opportunities.

Through the Pittsburgh *Post-Gazette* the Pittsburgh Community Council has issued an appeal for game supplies, puzzles and other equipment, and every city fire engine house is serving as a receiving station for the game supplies which are so greatly needed at the seventy-five community centers established during the past year by the Community Council's Recreation Committee. An average of 7,000 men and women each day are thronging these centers.

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The National Recreation Association, which appointed a committee to work out a series of tests at the request of recreation officials, issues an attractive emblem to award the individuals passing the tests. It is made of white felt three inches in diameter embroidered in red and may readily be sewed on the swimming suit.

Send for the bulletin describing the events and rules for conducting them—a copy may be secured free—and secure a supply of the certification blanks available.

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National Recreation Association

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Girl Scout Leader, February, 1933.
An International Handicraft Party, by Helen Perry Curtis.

Camp Life, January, 1933.
Is the Summer Camp a Safe and Healthful Place for Children? by Ben Solomon.
Skate and Ski-Sailing, by W. Van B. Claussen.

The American City, February, 1933.
Berkeley's Unified and Varied Recreation Program.
Park, Playground and Public School Replace Baltimore's "Lung Block."
More Ashes and Cinders Help Transform City Dump Into Golf Course in Winter.

American Childhood, March, 1933.
Puppets Teach Health and Safety, by Rosamond Losh.

The Epworth Highroad, April, 1933.
A Crazy Carnival.

The American City, March, 1933.
Longmont Turns the County Fair Grounds into a Recreational Center, by S. R. De Boer.
"Don't Skimp on Play!"
Los Angeles' $335,000 Beach Playground.

Everygirls, March, 1933.
When Exercise Is Play, by Marie Antoinette Taylor.

The Journal of Health and Physical Education, March, 1933.
Education for the Enrichment of Life, by Howard S. Braucher.
The Role of Physical Education in Character Education, by Jay B. Nash.
Selections from Great Educators Throughout the Ages on the Importance of Health and Physical Education, by Frederick Rands Rogers

Parks and Recreation, March, 1933.
Ten Years of the Westchester County Park System, by Stanley W. Abott.
Park Damage, by Harold A. Caparn.
Marine Park in Brooklyn, by Charles Downing Lay.
Tournaments That Run Themselves.

The Parents Magazine, April, 1933.
Play Equipment That Keeps Children Outdoors, by Virginia Wise Marx.
Amusing the Convalescent, by Regina J. Woody.

Child Welfare, April, 1933.
Back Yards and Citizenship, by Natt Noyes Dodge.

The Camping Magazine, April, 1933.
Concerning Arts and Crafts in Camp, by Laura J. Mattoon and A. Cooper Ballentine.

PAMPHLETS

Annual Report of the Director of the Recreation Commission of Somerville, Mass., 1932.

Twenty-first Annual Report of the Playground Community Service Commission of New Orleans, La., 1932.

Annual Report of the Department of Parks and Public Property, Division of Recreation, Cleveland, Ohio, 1932.

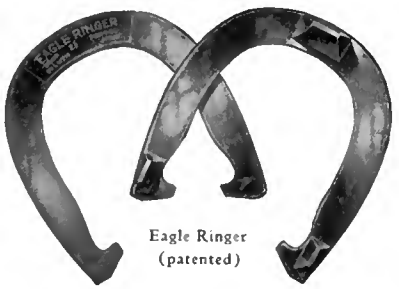
New York State Parks, 1932.
State Council of Parks.
State Office Building, Albany, N. Y.

37th Annual Report of Pleasure Driveway and Park District of Peoria, Ill., 1932.

Pasadena Department of Recreation—Report of Activities and Attendance for the Year Ending December, 1932.

Cincinnati, Ohio, Public Recreation Commission Annual 1931.

Report of the Recreation Commission, City of Portland, Maine, for the Year 1932.



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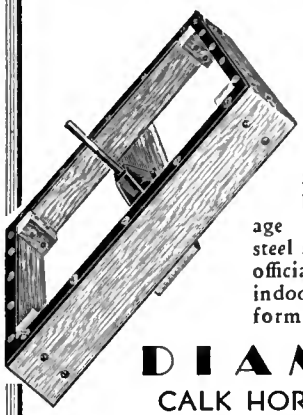

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- A complete revision of the booklet which has been proving so practical for a number of years.
- Many new activities have been added. Of special interest to the play leader are chapters on *Sidewalk Games* and *Home Equipment Games* never before included.
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- Other chapters deal with *Music* and *Drama, Shows* and *Exhibits, Nature Play* and *Winter Sports.*

Price $.60

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315 FOURTH AVENUE NEW YORK CITY

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New Books on Recreation

The Work of the Little Theatres

By Clarence Arthur Perry. Russell Sage Foundation, New York. $1.50.

THERE HAS long been need of such a study of little theatres as Mr. Perry has given us, and dramatic directors will welcome enthusiastically this careful enumeration of the groups included under little theatres, the plays they produce, their tournaments and the handbooks they use. The discriminating section on Dramatic Contests offers much practical information for groups planning play tournaments. Recreation directors, so many of whom are using play tournaments in their programs, will find this section particularly helpful.

The Boy Builder

By Edwin T. Hamilton. Harcourt, Brace & Company, New York. $2.00.

AN UP-TO-DATE HANDBOOK for boys by the author of *Handicraft for Girls,* this book gives full directions and plans for making over a hundred articles out of wood. Everything suggested has a place in the life of a boy of today and represents something which he will enjoy making and using. The opening section of the book contains illustrations showing each tool and its proper use, and simple instructions on the handling of the tools are given. This section also contains instructions with plans and illustrations on all articles necessary to complete the workshop, together with step by step information on painting, staining and various types of finishing. A list of 200 plans for making other articles is included with information on the sources from which they may be obtained.

The Girls' Camp

By Abbie Graham. The Womans Press, New York. $1.50.

THIS BOOK is written from the point of view of a camp director, states Miss Graham in her preface. "It seeks to show the relation of the whole to the parts and of the parts to the whole." While the book is not designed to teach a swimming counselor how to teach swimming or a drama counselor how to produce a play, it does show successfully how these techniques can be made to function most effectively in the camp program and suggests the process by which through the cooperation of all the goal may be reached toward which a camp is directed. The chapter headings show something of the comprehensive nature of this delightfully written book. *Getting On with Human Nature; Endowed Leisure; Camp Leadership; Practical Considerations; The Indigenous Program; People and Program; Creating Camp Celebrations; Athletics in the Camp Program; Boys As Guests in Camp; The Creative Arts; Sunday in Camp; Participation in the New Human Order.*

Volley Ball

By Robert E. Laveaga, B.P.E. A. S. Barnes & Company, New York. $2.00.

THERE ARE all too few suitable games, as Mr. Martin I. Foss points out in his introduction, for older men. In this book Mr. Laveaga has described a game "that can be played by the most ardent fighter and with certain modifications is also adapted to the man above thirty-five who seeks recreation and mild exercise, with equally beneficial results to both." In addition to describing rules and techniques, Mr. Laveaga gives an interesting history of the game and discusses its place in the program of physical education.

The New Leisure, Its Significance and Use

Bulletin No. 117. Russell Sage Foundation Library, 130 East 22nd Street, New York. $.10.

THIS PAMPHLET presents a selected bibliography listing some of the books and periodicals in which the new leisure is discussed. A section of the bibliography is devoted to references to hobbies.

Water Pageants

By Olive McCormick. A. S. Barnes & Company, New York. $2.00.

IN THIS BOOK Miss McCormick has demonstrated the possibility of uniting the two arts of swimming and the drama—a union which was recognized in ancient times, since mention is made in early Roman history of great religious bathing festivals. The author has presented her material in a step by step sequence which has been found to be the most successful method of procedure in producing any type of water pageant. She has, accordingly, begun with the problem of production, the choice of a pageant and its organization. Next she describes costuming and make-up, music, scenery and lighting, the writing of a pageant, and swimming formations, stunts, games and canoe regattas. In the final section Miss McCormick outlines seven water pageants.

Community Programs for Subsistence Gardens

Joanna C. Colcord and Mary Johnston. Russell Sage Foundation, 130 East 22nd Street, New York. $.25.

LESSENING the burden of relief for the communities and furnishing needed occupations for the unemployed, as well as supplying produce for summer consumption and fall canning, are some of the motives behind thousands of community subsistence gardens which have sprung into being since 1929. Information covering garden programs of Illinois, Indiana, New York, Ohio, Pennsylvania and West Virginia and garden experiments of cities scattered throughout seventeen other states are recorded in this pamphlet. The experience of the communities in securing suitable land for gardens, the preparation of this land for cultivation, the provision of seeds, plants and tools, and all the problems connected with community projects of this nature are discussed.

The Ragamuffin Marionettes.

By Frances Lester Warner. Houghton, Mifflin Company, Boston. $1.75.

THIS BOOK with its delightful illustrations cannot fail to interest children. Though written in story form and therefore more interesting to the young reader, the instructions are none the less clear and concise. Suggestions are given for making puppets without strings and marionettes with strings, for constructing a stage, a window box and a bedside theatre, and for putting the puppets "through their paces." Three marionette plays are offered. "A Chapter for Helpful Parents" completes the book.

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The Home and the Art of Living

"THE HOME is passing." "The home is a thing of the past." For twenty years we have been hearing such statements. And yet today the home has more vitality than twenty years ago rather than less.

Real estate operators build special play rooms in the basements. Houses rent better, sell better with a fireplace around which the family may gather. Never before were there so many backyard playgrounds. Families with their automobiles picnic together in the county park thirty miles away.

The whole family listens together over the radio to Eddie Cantor and Will Rogers and President Roosevelt. Together in easy chairs with children sprawling on the floor the family enjoys opera, football, the Kentucky Derby. In the not too distant future through television plays in the theatre will be widely enjoyed in the home. Before long we shall have phonographic records of whole books. As the family in Ireland listened on the winter evening to the Irish storyteller, so before long the family without effort, comfortable in its own home, may hear the best stories recorded through voices such as those of Edith Wynne Matthison and other trained speakers.

It is worth while for recreation workers. for leaders in the art of living, to pay attention to the home, to make the home fairly central in their thinking. And this municipal recreation systems increasingly are doing. Activities are developed which can be carried back into the home. Mothers are trained for recreation leadership in the home. Recognition is given in certain community centers to the best in home planning, the best in home playgrounds. Pet shows give standing to the boy's and girl's loving care of pets. Pets have a large place in developing loyalty to the home, in making the home a more attractive place to come back to from the excursions of adventure into the world at large.

The recreation leader has definite responsibility for increasing reading in the home, making things in the home, developing live subjects of conversation about nature and many other subjects for the home.

Live children with many interests and many skills help keep father and mother from growing dull and older than they have to be. Fathers and mothers are more eager to get back home when children and parents are sharing real living from day to day and night to night.

Leisure, free time, takes on new meaning as the home is given new meaning as a center of living, as a center of music, drama, nature observation, skill in making things.

Many parents find it hard to learn that after all they are only background to be there when needed, when wanted, and that there are long stretches when in well regulated homes all that the children want from the parents in their play hours is silence and not too much of that.

The child with the right atmosphere in the home creates his own play world and he must have freedom to find, express, and create himself.

HOWARD BRAUCHER.

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Play and the Home

Westchester County, New York

"With the increasing demands upon existing public recreation facilities which have come as a result of increased leisure time, it is apparent that the home playground is destined to become a valuable supplementary means of taking care of the recreational needs of families in many cities. This fact is especially true when applied by families in which there are small children of preschool age who may not easily be sent to neighborhood play centers." *Glen O. Grant*

A City-Wide Contest for Better Back Yards

Photo by "Dick" Whittington

Winners of the "Pal Sweepstakes" awarded for the best example of family play life.

By GLEN O. GRANT
Assistant Superintendent
Department of Ploygound and Recreation
Los Angeles, California

THE MORNING paper carries the tragic news, "Tiny Tot Killed by Truck While at Play." No other problem is so close to the hearts of parents as this: "Where can a small child play in safety?" Anyone having a solution for this problem will gain an interested and eager hearing anywhere.

The modern city is unsafe for small children. Street cars, automobiles, and other means of rapid transit monopolize our streets. The estimate of the International Safety Council that 25,000 little lives have been crushed out in the busy traffic lanes of our cities during the past five years brings this fact forcibly to our minds. Our big cities create the chief problem. In 1790 only three per cent of the total population of the United States resided in the city areas. The recent census reveals the fact that well above half of our population is to be found in our cities. The trend toward city life has cut down opportunities for play activity, and has likewise increased very markedly the danger to children at play. New York City reports recently forty-two children killed playing in the streets in one month, and in the same period of time serious injuries to 1124 more. A recent issue of the *Public School Journal* states that last year ninety-nine small children were killed in the streets of Los Angeles.

Investigation bears out the fact that these accidents, with very few exceptions, occur in unguarded moments when children are at play, rather than in the normal process of crossing streets en route to school, the store, or other destinations. It is, then, while the child is at play that danger lurks. Meeting this situation is essentially a home problem.

The Home's Responsibility

The home was the first institution around which play and recreational activities were organized. Even today it offers the best opportunity for such expression. No modern play program for the home can equal or be likened to the

home play of yesterday, but the benefits of such activities can be approximated by the wise parent of today by careful study and application to the problem. Luther Burbank says: "Every child should have mud pies, grasshoppers, water-bugs, tadpoles, frogs, mud-turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water-lilies, woodchucks, bats, bees, butterflies, various animals to pet, hay fields, pine cones, rocks to roll, sand, snakes, huckleberries and hornets; and any child who has been deprived of these has been deprived of the best part of his education."

Few parents realize the possibility of back yards for playgrounds. Which is more important—a space involving 100 square feet for the ash can, or a swing for little sister? A similar space monopolized by the incinerator, garbage can, trash heap—or appropriated for a sand-box or wading pool? A few pieces of inexpensive home-made play apparatus can change a backyard desert into a play oasis which will supply health and fun for a whole family. Even a back yard is large enough for the play of not only one small child, but half a dozen.

The lowly back yard, once the least important part of a home, today has assumed a permanent position in the home life of the average family as one of the chief forces in counteracting the modern tendency toward the scattering of the family.

Los Angeles Launches a Campaign

This new status of the back yard has been achieved in Los Angeles through concerted efforts of the Tenth District Parent-Teachers Association of this city, and the Los Angeles Department of Playground and Recreation, through joint sponsorship of a city-wide back yard playground contest, which enlisted the enthusiastic interest of hundreds of local families.

The contest was launched early in the year with the following as its principal purposes:

(*a*) To stimulate parents' active interest in the worthy use of their children's leisure time.

(*b*) To provide safe, adequate and desirable space and materials for home recreation.

(*c*) To develop in the child a better appreciation of his home and a desire to make it the center of his play life.

(*d*) To provide children with means for entertaining their playmates.

(*e*) To afford parents an opportunity for supervising the recreation activities of their children.

(*f*) To bring about a closer cooperation and understanding between parents and children through the medium of play.

(*g*) To provide fathers with the opportunity of making a definite contribution to the play life

An outstanding example of what can be accomplished with no expenditure of money.

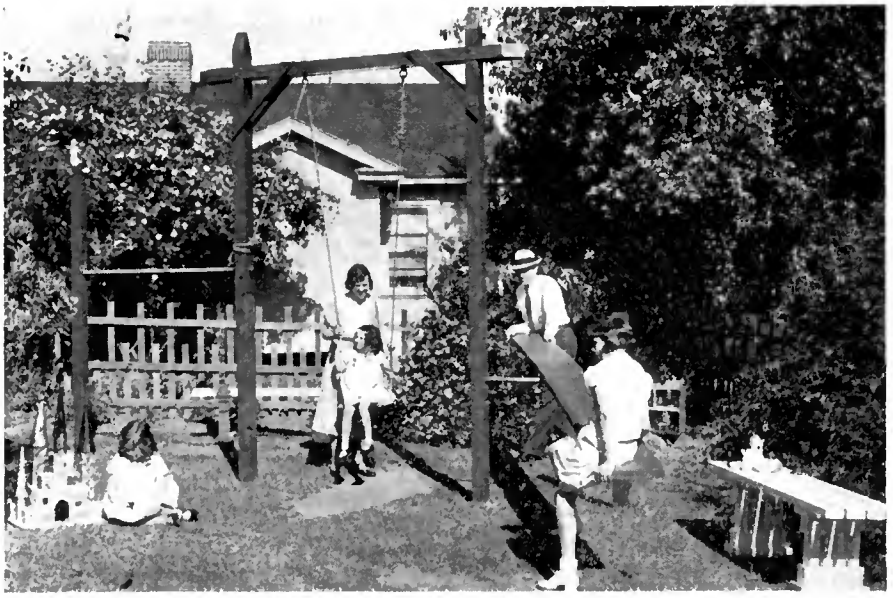
Photo by "Dick" Whittington

of the family by the construction of facilities.

(*h*) To stimulate a desire for beautification and utilization of back yards.

(*i*) To provide worthy utilization of excess and waste materials.

Los Angeles parents were given until the end of April to complete play centers in their back yards. For the purpose of bringing the contest within the reach of many different families, regardless of their financial condition, the event was divided into four sections, as follows:



This family received the award for the best playground made at a cost of $5.00

(*a*) The back yard playgrounds entered on the basis of no cost involved, used and cast-off materials only being utilized.

(*b*) The backyard playgrounds entered on the basis of a total expenditure of five dollars being involved.

(*c*) The backyard playgrounds entered on the basis of a total expenditure of fifteen dollars.

(*d*) The back yard playgrounds entered on the basis of no limitation on expenditure.

Working through the various Parent-Teacher groups throughout the city, the interest of the Father Councils was enlisted in the project, and numerous families were launched upon the plan of making attractive home playgrounds out of waste areas in their back yards. In order to provide suggestions and offer advice to families which did not know exactly how to proceed with their plans, the Department of Playground and Recreation distributed a number of different bulletins, both printed and mimeographed, which served to provide valuable hints for those who entered in the contest. A special bulletin, entitled "57 Varieties of Home Fun," was mimeographed and given wide-spread distribution. Printed folders which contained working drawings and plans for the construction of simple apparatus which could be made at very little or no cost, were also given out to those who asked for aid.

At the conclusion of the time allotted for completion of back yard playgrounds, entries were judged on the following items, allowing a maximum of twenty points each, or a total of one hundred points in all:

(*a*) Suitability for use of *all* members of the family.

(*b*) Construction and design as to workmanship and aesthetic as well as practical appearance.

(*c*) Safety; choice of apparatus; strength, placing of equipment to avoid accidents.

(*d*) Cost. (Those playgrounds equipped at the minimum cost to be awarded the higher grade.)

(*e*) Originality as to ingenious use of waste materials, utilization of limited space and similar factors.

The huge task of judging entries throughout the city was carried out through cooperation between the municipal playgrounds, the school playgrounds, and the Parent-Teacher Associations. The best back yards in each of the four classifications in each district were then submitted for grading in the city-wide contest. In the latter, awards of first, second and third places were made in each of the four divisions, the awards taking the form of certificates which were presented with due ceremony at a city-wide Parent-Teacher Federation Convention.

The Results

Through general newspaper publicity, radio announcements, bulletin announcements, and intensive promotion, and through the Parent-Teacher organization, wide-spread interest in the contest was aroused on the part of many parents. In the first class, many parents showed remarkable

ingenuity in transforming scraps of lumber, odds and ends, and discarded materials, into play equipment for their children and themselves. Mr. and Mrs. Eugene Falkenberg were adjudged the winners of this group. In the second division, in which parents were limited to an expenditure of five dollars, some fine results were achieved by a large number of entries, with Mr. and Mrs. Edward B. Flynn winning the city-wide award in this group. The first award in the third group for back yards constructed at a cost of no more than fifteen dollars, was given to Mr. and Mrs. E. L. Hallberg as the city-wide winners, while in the unlimited classification Mr. and Mrs. Joseph Sodorf were first place winners.

Because of an unusually high type of family recreation life, as well as splendidly developed back yard playground exhibited by Mr. and Mrs. Dean B. Gregg and their children, a special award called the "Pal Sweepstakes" was made to this family. The Greggs had developed an ideal home and recreation life for themselves, which took the form of many different types of leisure time activity. Their back yard was a never ending source of interest to themselves and their friends, and was so arranged that it could be used to great advantage for many different types of games, sports and hobbies. Even though pursuing some form of play individually, the members of this family made it a point to do so in each other's company.

As a result of the contest just concluded, many back yards in Los Angeles have been transformed from waste areas, or merely ornamental landscapes, into play sections where all members of the family can enjoy their favorite sports and recreational activities together. The tremendous interest shown in the contest by Los Angeles parents has encouraged the Parent-Teacher Federation and the Department of Playground and Recreation to decide to make the contest an annual spring event in this city.

Meanwhile, though the contest is concluded many parents are continuing to send in requests for bulletin material and printed literature advising them on the best methods of developing playgrounds in their backyards. The Los Angeles Recreation Department now visualizes the promotional program as a year-round affair and is making an effort to take care of all requests for aid as they are received.

Play Equipment for the Small Child

Without question the most practical piece of equipment for the small child is the sand box. This need not necessarily be large, and for the very small child should be located on the ground, so that the tiny tot can clamber in and out. A seat might well be placed all the way around the box by placing around the edges a six-inch strip of wood. Sand should be kept clean and slightly moist. A shovel and a

The playground which won first place in the "unlimited expenditure" class.

Photo by "Dick" Whittington

pail, toy animals, bridges, buildings and other small toys add to its possibilities. As the child grows, legs may well be placed upon the table, raising it off the ground. Many happy hours may be spent by the school aged child in sand modeling with the moist sand. One ingenious father managed to keep the sand clean for the tiny tot by providing a screen for one of the older children and hiding numerous small objects in the sand, thereby evolving a game of discovery in which the sand was carefully screened to find its contents. By the addition of a removable top the sand table becomes a valuable piece of equipment for family picnics in the back yard.

It cost $15 to equip this back yard playground. It was the best in its class.

Photo by "Dick" Whittington

Probably the second most practical piece of equipment for the small child is the kindergarten swing which may later be replaced by an ordinary swing seat for the older child. Rings and a horizontal bar provide excellent equipment for the development of arms and shoulders, and a climbing tree made of an 8x8 timber set in cement with pieces of two-inch pipe cut in three-foot lengths inserted every twelve inches from top to bottom from alternate front and side will give outlet for the desire to climb. The teeter-totter or seesaw provides its thrills, and the slide so arranged that the sand box is used for safe landing adds to the joy of the play haven. An alternate for the slide may be found in the inclined pale, which might well be made of a two-inch pipe installed from the top of the climbing tree into the sand box. Then there is the wading pool, which may either be installed permanently of cement construction, or may be very easily made of canvas with a collapsible pipe frame to lend its contribution to the fun on warm days. An ingenious father has designed a lawn sprinkler on a raised standard which provides a shower for his kiddies, while watering the lawn. The doll house with all its possibilities and such equipment as miniature table and chairs for tea parties provide the facilities for playing house, that activity being enjoyed by all small children. The bird house, bird bath, and bird cafeteria are sources of continuous delight to the small children. The large rubber ball opens up many possibilities.

What Can We Do for the Older Children?

For the older child of elementary school age the back yard gym composed of swing, trapeze, rings and horizontal bar, is to be recommended. In a space 20′x40′, paddle tennis, volley ball, hand ball, basketball goal shooting, and many other similar activities may be conducted. The side of the garage will afford the back board for hand ball. One basketball goal installed there gives opportunity for development of technique in basket shooting. A fine piece of equipment for the elementary school child is a horizontal ladder installed at a height of seven feet. To provide opportunity for the expression of the running and jumping instinct, high jump standards and a broad jump pit may be provided at little expense. The fish pond, or the wading pool for smaller children, lends itself very readily to the floating of small boats, and here whole fleets may ply their way from port to port. A source of never ending delight for older children is the picnic fireplace, which may be constructed in connection with the householder incinerator. Here the joys of outdoor cooking may be indulged in with comparative

(Continued on page 153)

The Flower Market Tot Lot Playground

Not a very auspicious beginning, but you'll want to read the story for the happy ending!

A report of four summers' consecutive service as supervisor of an unusual playground in a city's blighted area.

By PAUL SHRIVER
Supervisor
Philadelphia Playgrounds Association

EACH SUMMER the Philadelphia Playgrounds Association has employed costumed storytellers to bring programs of play activities to neighborhoods so congested that even vacant lot playgrounds are out of the question. One day while scouting around Newmarket Street in the Delaware River slum district in search of a possible story telling station, Mr. Charles H. English, Executive Secretary of the Association was amazed to see the upper branches of a tree, the lower part of which was hidden by a twelve foot fence. Investigation disclosed a vacant lot entirely surrounded by buildings. This discovery led to the decision to develop a vacant lot playground instead of a storytelling station. One of the factors in the decision was the report from the Housing Association that 504 children under the age of fourteen were living in the two blocks facing this short street.

According to local legend, on the right side of the lot, William Penn had his first cartwright shop where wagons and wheels were produced. This shop looked down for its high embankment on the mud flats of the Delaware River. Later these mud flats were filled in to make a street and today it is the busy Delaware Avenue along which

trains and trucks move the traffic of goods from all parts of the world to and from the wharves and piers.

Fifty or a hundred years later the left side of the lot became Philadelphia's first Flower Mart. Several years ago a renewal of the Flower Mart was inaugurated at Rittenhouse Square, where for one day flowers and other products were sold for the benefit of several welfare organizations. Funds from this source were used to establish and operate the "Flower Market Tot Lot Playground."

Neighborhood Conditions

The neighborhood known as "Bandboxville" is composed of brick houses lining the sides of narrow courts. The entrances to most of the courts are along the sides of business houses or through small openings in a solid street front. These dark alleyways are the only entrances to the homes of the 500 children of the district. Legend tells us that the bricks in many of the houses were handmade and brought over from England, as were the hand wrought hinges and certain woods in the decoration or frames. The houses consist of three rooms set one on top of another like post office boxes. There are no sewers and no plumbing. Some of the houses have an outdoor spigot in a small 3 by 5 feet yard. In other courts as many as sixteen families are supplied by a single spigot. The inside walls of most of the houses still have the original plaster. In others the laths or outside walls are visible. A very few are papered.

Such were the homes of the children who were to attend our playground.

The surroundings of the plot itself were equally deplorable. On the west side were the narrow ill lighted, foul smelling courts at the end of which was the fourteen foot board fence. Over this fence onto the plot had been dumped the garbage, refuse, boxes and papers which were not thrown out into the courts or streets. On the east side the back doors of the fruit commission houses looked out on the plot. Decayed fruit was thrown out on the plot or heaped beside the doors where any child chancing to come in could pick it up and throw it around, plastering the walls of buildings on all sides. On the north side stood an old abandoned brewery with its two 100 foot malt towers rising into the air like ancient Drop Shot towers used in making bullets. To balance the picture artistically, two gnarled trees on the south side of the plot arose in the shade of an abandoned candle factory unused for over fifty years. Some of the old hand molds for hand poured candles were still fastened to several benches. "Speakeasies" were everywhere.

The Residents

The adults in this "bandbox" community were a mixture of Russian, Slavic, Irish and colored. The men were former workers at Baldwin Locomotive Works or stevedores. A few worked in factories or shops but as a whole very few worked steadily at anything, even before the depression. They were paid $1.00 a day for ten hours' work except when a few banana boats came in. Stevedores on piece or time work might make $2.00 or $3.00 a day. The desire to work did not burn high among most! They preferred a few days work with the rest of the time spent in drinking, bootlegging, crap shooting, or "playing the numbers."

The women were a low type of mentality. Many of them were scrub women; a few did housework; some helped in the manufacture and sale of home brew. Taken as a whole, they were fighters and drinkers, but they were good workers. Their scale of living was very low. In some cases families ate out of a common bowl or a pot set on the table, and no forks or spoons were used. Children came or went as they pleased with no care. Some families, on the other hand, lived in good circumstances and made of their headquarters neat and comfortable homes. The men worked steadily and made real homes for their families. But these instances were few and far between.

The young men had little work and less desire to hunt for any if they could exist on the bounty of parents or friends. Crap shooting on the corners and up the courts where they could not be seen by the police was a popular pastime. The gangs of young men were clannish, and the small side streets adjoining the block in which the Tot Lot is the center each had its own gang known as the "New Street Rangers," "Cherry Street Gang," "Laurence and Noble Street Rain Cats," and the "Gang from Across the Railroad Tracks." Brawls raging up and down the streets were more than likely to be carried down to the river front and into the freight yards where the participants were more secure against police interference.

The occupations of the young men were varied when they worked. Some were newspaper boys, telegraph boys or laborers, but most of them

waited for the day or two of work as stevedores on banana boats or among the fruit commission houses. Stealing was considered an art and a law something to be broken. Several had criminal records for entering warehouses, safe cracking or petty larceny.

The girls were forced to work wherever they could get it. Few were permitted to stay at home very long unless they brought in money in one way or another. There was little real pleasure in their lives for their parents demanded practically all their earnings. The girls who lived among the lower strata, if they hoped for anything better, invariably ran away from home.

The children were young animals and the "call of the pack" ruled them all. Might made right. Many of those over four years old were forced by their parents to get up as early as 4:30 and 5:00 o'clock during the summer to bring in a certain amount of wood and food. The wood they secured from boxes set out by commission houses, crates from furniture stores and scrap pieces from factories or demolished buildings. The food was obtained from the gutters outside the fruit stores, from garbage pails and restaurants or was stolen.

During the school season many of the boys were truants and many special orthogenic backward and orthogenic disciplinary children. They had many private means of income such as selling boxes, barrels and rags, and stealing. The money they secured they used to buy food at corner "hot dog" stands or restaurants, and for recreation at cheap movie houses or for gambling.

Popular Recreation

During our first summer's study of the situation we found eleven major sports indulged in by these boys.

(1) Swimming in the oily Delaware and diving off the ends of the wharves or piers.

(2) Hopping on the rear ends of wagons and trucks and stealing anything on it they could throw off.

(3) Cutting ropes on farmers' trucks and wagons to steal fruit or produce or from sheer destructiveness.

(4) Breaking into commission houses and warehouses during off periods when they were closed.

(5) Creating disturbance at doors or entrances or in some part of a store while one boy stole something to eat or worth pawning.

(6) Wholesale robbery along the water front or commission houses (called "going down fruities").

(7) Tormenting cops and watchmen.

(8) Being chased by police bandit cars (Red Devils) and then escaping over back fences and up the poorly lighted courts.

(9) Insulting passersby with their remarks.

(10) Foul language.

(11) Crap shooting for pennies and card playing for money or anything useful which might be bartered or pawned and which most likely had been stolen.

Dr. Stuckey, Professor of Sociology at Temple University, conducted a summer class on a tour of investigation down through this section

They were a little timid at the first about entering—it was all so strange to them.

in 1929. These eleven degraded forms of recreation listed are only a few they found. He made this statement: "I was able to find practically no children who knew how to play at all. All of their instincts seemed destructive. It seemed impossible to find any constructive abilities either from observation or through questioning."

The figures compiled by the Wickersham Commission on the crime records of youngsters in this district are as follows: 48.2 per cent stealing; 14 per cent running away from home; 11.7 per cent destruction of property; 8.5 per cent truancy; 6 per cent incorrigibility; 2.4 per cent sex offenses; 9.2 per cent miscellaneous.

Such was the social, physical and economic background of the community in which we were to start our play center adventure.

We Begin Activities

For nearly a week previous to the opening of the playground several men were kept busy clearing away the refuse. Everything burnable was piled up and burned. Bricks, stones and other heavy articles were heaped on one side. Councilman Nickel loaned several trucks and these were kept busy hauling away the rest of the refuse.

Finally came the notable opening day! We had printed signs notifying the neighborhood of our plans and telling the operating hours. Several hours before we arrived, we were told, children had gotten up early to gather their quota of wood and food so that they could be at the playground on time. Something, however, had happened to frighten the children away, for when I walked up the narrow court with two play leaders only a few timid, pale children were visible peeping out of side yard doors. An air of suspicion seemed to permeate the atmosphere. Finally we coaxed several into the lot and some of the bolder ones peeped in.

I had brought only a dozen rubber balls with me for we wanted to build our program around the idea of using material to be found in the neighborhood, such as scraps of wood and discarded articles. This plan was used so that we could educate these children to be resourceful in their play life even under a discouraging situation.

Balls began playing in the air. Boys soon came trooping in through holes in the fence and from strange entrances everywhere. They ran around the cleared space like mad tops loosened by a giant string! Girls began to skip happily back and forth on a strip of pavement uncovered after years of disuse. It was not long, however, before the crowd became restless and the habitual spirit of mob rule, the usual rough and tumble attitude, interfered with other activities.

Fortunately for our first day's experience, a load of sand arrived for the improvised sand court. This was a new adventure for the children who all wanted to help bring in the sand. And their help was needed, for no truck could come through the court leading to our playground. The street was 100 yards away and the only entrance was the narrow court and a hole in the high board fence. The children used boxes, garbage pails, buckets and every kind of vehicle imaginable — express wagons, baby carriages, doll coaches, anything on wheels that could carry that sand into the playground! This was their first evidence of community spirit and the breaking down of that destructive gang spirit which was to be an important achievement of our efforts through four years of play leadership.

But we were not yet ready for our play program although we had a sand pile and our plot was cleared, for glass from broken bottles, deposited through many years, began working up through the soil. Everybody set to work with a will, for we were getting ready for our first Fourth of July celebration. Shovels, rakes, buckets, boxes and all the rest of the sand carriers were again brought into play. Sturdy little backs were bent. Everywhere arose the cry, "Let me help!" This cry died away and was reborn many times, but it has finally become a martial cry of triumph and victory.

Next we decided to paint the fence green to make up for the lack of grass or green foliage. We whitewashed the rest of the walls and nearly everything else in sight. Then we chlorinated the ground to get rid of the fumes from the rotted garbage.

The First Year's Experience

During the first year we found small children excellent helpers. They were interested in games or any activities we started but they played only while a leader was with them. They quarreled among themselves or were eventually scared away by the roughness and selfishness of the older boys. The older group stuck with us for a while but they soon lost interest because there was no ball field. They did not know how to play anything but baseball, or how to adapt their method of play to this small space. A few of the older group

were interested in handcraft of various sorts but their span of interest was short. Tools brought into use on the work were stolen. Funds from the Playgrounds Association were very limited. Lumber was scare as most of it was used for firewood. We were forced to turn to other sources for our handcraft material.

The situation became a challenge to the resourcefulness of leaders as well as children. We managed to have a parade of lanterns made chiefly from portions of orange crates and tissue paper. Our miniature Mardi Gras had several large floats but most were rather crude. The parades through the neighborhood did not have the educational effect desired, though the project was not an absolute failure, because the boys who were not interested broke up the lanterns or floats after the parade had gone a short way or snatched them from younger children parading! The spirit of sportsmanship was absolutely lacking and there was little desire for inter-playground competition. Children came and went. Every day there were new faces. None were regular attendants.

It was marble golf which provided the first evidence of success in cooperative projects.

Our pet show was the first blow struck at the existing spirit of cruelty. Arrangements were made with the Society for the Prevention of Cruelty to Animals to present ribbons to every person bringing a pet. The date was set through an interesting incident. One day a dog suddenly appeared through the hole in the fence, trotting along by his master's side, wagging his tail happily. We were amazed to see a dog with no tin can tied to his tail. Now was our chance! The date was set and a pet circus announced. The children had few pets of their own. Nevertheless we had forty entries. Dogs that had known the freedom of the city streets all their unnatural lives suddenly appeared walking sedately or led by an impromptu leash made from mother's clothes line. Cats that had climbed telegraph poles to elude their pursuers found themselves caged in hampers made of fruit boxes with mosquito netting for covering. Animals belonging to the farmyard rather than city streets were suddenly brought forth by grinning owners. And no aristocrats of the animal kingdom were guarded with

more zealous care than those stray pups, alley cats and mangey rabbits. And every one was a winner!

The second thing which helped teach the children to do things for each other was the contribution of a large rocking boat with seats. This held about twenty children and could be rocked up and down like a see-saw by the concentrated efforts of children seated at either end. The donor of the rocking boat, who had read about our new venture in the playground field through newspaper articles, also gave us two small merry-go-rounds, each holding fifteen children. These were operated by hand but someone had to walk around and be the pusher part of the time. Here again we instituted the idea of helping one another. It became a dignified thing to be a pusher even among the older group of young people over fifteen who were admitted as visitors or helpers.

At the conclusion of our first year's work we came to realize the need for a small children's playground. Too many very small children were playing in these courts or around the curb braving the danger of the street rather than face physical conflict with older children on the playground.

A number of good results from the summer's program were evident. First, its beneficial influence was felt by the business men. The previous summer twenty-five or more places had been broken into. This summer not a single store had been entered. The Northern Liberties Business Men's Association sent a representative to express the gratitude of the association.

Encouraging comment also come from Camp Happy, the municipal camp for underweight children. An official of the camp visiting the district said: "It surprises me that the children are not so anxious to go to camp this summer. I have noticed fewer underweight children than ever before. The children look spick and span and happy. This is the first time I have missed a fight in this court. The playground is bringing people to their senses. They seem to be taking a greater pride in the community and in their homes. I am glad to welcome so useful a rival."

"Persons between the ages of 15 and 30 constitute 50 per cent of the population of the United States. Yet according to Warden Lawes of Sing Sing they constitute 73 per cent of our criminals. Hence the country's problem is with its youth. And unless society can prove that it has done its full duty toward the young, it is not free from some share of the guilt for which these offenders are punished."— ***Dr. S. Parkes Cadman.***

The Second Year's Program

The second year we limited the age of the children to twelve years and under and planned a program of activities for younger children. The few older who really wanted to help were organized into a helpers' squad and junior police. The rest of the children were sent to a playground six blocks away where there was more space for play.

This year various parts of the ground were given names. The rocking boat became "Noah's Ark," the merry-go-rounds "Coney Island" and "Woodside Ferris Wheel," the sand pile "Atlantic City," and a new activity, a combination vegetable and flower garden in an out of the way corner became the "Garden of Eden." We concentrated on the sand box for a while, and every day we saw a multitude of caves, houses, fish, and all sorts of castles and walks. The little tots of four or five learned how to cooperate, for there were so many of them that each had to stay in a small allotted space and build with what sand was in his territory.

The first evidence of cooperative handcraft carried on by a large group of boys began with marble golf. Older boys who had been ignored except as helpers to clean up or supervise activities, banded together with their friends to construct a most unique course. Rain spouts set up various angles, a discarded water pipe through the crotch of two trees, half an automobile tire, and wooden troughs contorted and placed around corners of the sand box, fence and trees, all served to provide unusual handicaps for our miniature golf course. The handicaps were necessarily light in structure and therefore easily destroyed. Thus came our chance to drive home the idea of care of property. Woe betide the boy who accidentally or unintentionally smashed one of the handicaps!

A peculiar distorted pride arose among regular patrons of the playground this season which seemed to be a mixture of jealousy and selfishness. Children from streets within two squares or more who had come in occasionally to visit were forbidden by the children of Newmarket Street from coming again. We tried to counteract this by inviting other children in whenever the opportunity offered, but we were not altogether successful in eliminating the street gang antagonism which was very deep rooted. We

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Planning the Picnic Grounds

The fun of picnicking is greatly increased when the physical facilities are adequately planned.

By L. H. WEIR
National Recreation Association

IN MAKING provision for picnic grounds, two general types of ground should be considered:

(1) The picnic ground designed for the use of large organized groups, such as the employees of a factory or large store, members of a church or Sunday School, lodges, schools, labor unions and similar groups.

(2) Picnic grounds intended for the use of individual families or other small groups picnicking without any relation to each other. This type of ground may also be planned for the use of very large numbers in any one place or for a few people. Grounds designed for organized picnics may also be used by individual small groups at times when they are not in use by large organized groups. Consequently, no hard and fast distinction can be made between the two types. Differences between them will appear more clearly in the following detailed discussion of each type.

Large Group Picnic Grounds

Special care should be exercised in selecting grounds for the use of large organized groups. The area should be a reasonably level, well drained and partly shaded and partly open field. If the ground can be located on the bank of a stream or the shore of a lake, its desirability is greatly increased, although these desirable topographical features are not absolutely essential to a successful picnic ground. There is no rule as to the proportion of wooded area to open ground, but in general the wooded area should be several times the size of the open space, since the primary reason for the open space is to provide opportunity for conducting a games and sports program which is usually not participated in except by a small percentage of the picnickers.

People in increasing numbers are going picnicking. There are a number of important considerations involved in selecting and equipping the picnic site which have a decided bearing on the enjoyment of the picnickers. Mr. Weir points out some of these in this statement taken from a report which he made to the Mayor of Reading Pa., after a study of the resources of Mt. Penn Park.

It is a question whether special provision for parking should be made for this type of ground. The majority of people will prefer to drive into the grove itself and to park there, but on the whole it will probably be wise to have a special parking area in view when selecting an organized picnic ground. This is especially true if the wooded area itself is not of great extent.

The equipment of an organized picnic ground may be held down to a minimum, or may be equipped in an elaborate manner after the pattern of commercial parks.

Toilets. Adequate toilet facilities, along with adequate water supply, rank first in equipment. They should be adequate not only as to the number of seats but also in standards of conformity to the best sanitary regulations. Where running water can be obtained, the best type of toilet to install is, of course the modern sanitary flush toilet. Modern sanitary toilets approved by the State Health Department or the local health authorities may be used where it is not possible to have flush toilets. As to the number of seats that should be provided for any given picnic ground, it is difficult to fix a standard such as has been definitely fixed for schools and organized camps. However, if one seat is provided for every two hundred to two hundred and fifty people in actual attendance, the installation will not be far from an adequate standard. They should be about equally divided between the sexes. The toilets for the boys and men and for the girls and women should preferably be in

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different parts of the grounds and not combined in one structure.

Water Supply. The most approved method of water supply is to pipe water to the picnic grounds from the mains of the city water supply, if this is at all possible, and to install two or more sanitary drinking fountains and two or more faucets for drawing water and for use in sprinkling the ground. As a substitute for this method of water supply driven wells are best and safest. Springs in or within the vicinity of largely used park areas should be under suspicion at all times and should generally be closed unless they are so situated topographically that people cannot come very near their drainage area. All springs which are used should be enclosed in concrete vaults and the area above them for a considerable distance should be closed to the public. All wells should be capped with a covering of concrete of not less than sixteen square feet in area, and the top immediately under the pump spout so constructed that all surplus water will be caught and directed into a drain to some point twenty or thirty feet away from the vicinity of the well. An iron force pump bolted on to the concrete cap completes the equipment. The common drinking cup should be absolutely prohibited. Frequent tests should be made of water from springs and wells by the health authorities.

This type of oven is used in the picnic grounds of Winona County Park, Minnesota.

Tables and Benches. Every organized picnic ground should be equipped with a large number of tables and benches. The combination table and benches of a size capable of seating from eight to ten people comfortably is perhaps the best type to use. It is not so large as to be too heavy to handle easily and yet is large enough to accommodate a family or other small group. If larger groups wish to dine together it is very easy to place the tables and benches end to end. When the number of tables becomes very large, their storage in winter becomes a difficult problem because of the amount of space they require. In some reservations, especially in the United States Forest Reservations in the West and some of the county reservations in the same region, a type of knockdown table and bench is used which greatly facilitates storage although it requires more effort and time to take them down and set them up again than it does to handle the ordinary type of benches. Benches and tables should be kept well painted and in constant repair. Neglect in these two important items of maintenanee will result in a short life for the equipment.

In organized picnic grounds it will probably be desirable to have a large number of benches separate from the tables for the reason that often the program of such picnics includes speaking or a musical or a dramatic program. The benches may be used also for spectators in viewing sports and games.

There is no standard governing the desirable number of combination tables and benches and of separate benches that should be provided at any given picnic ground. Experience alone will determine the need in any particular place.

Ovens. Numerous small portable or permanent ovens or open grates should be providedd at the large picnic centers. The ovens in use in park systems of this country are many different types. In some ovens wood is burned; in others, charcoal.

At the large organized picnic grounds it may be found desirable to have at least one barbecue pit and one or more very large ovens capable of supplying heat and cooking space enough for the preparation of large quantities of food at one time. Some organized groups will want to prepare all the food for the feeding of the picnickers after the fashion of an army in the field. Such large ovens can be constructed so that one chimney or flue will serve for either two or three or four ovens.

Fuel Supply. It is the common practice for park authorities to furnish wood to picnickers free. In the initial stages of cleaning up and opening up of large reservations this may be quite possible without great expense, but later it will become necessary to conserve fuel. It is doubtful whether in very large reservations decayed trees and windfalls will provide sufficient source of supply where there is a large use of the areas for picnicking. When wood is furnished free, people use it extravagantly. It is suggested that a small charge for a given sized bundle would aid very much in conserving the supply and would be a perfectly legitimate charge for the park and recreation authority to make. Ultimately charcoal will probably have to be used, and this could be kept on sale at the refreshment stands. A bag of charcoal costing 25 cents would be sufficient for all the necessary cooking for any small group and perhaps might be sufficient for two picnics for such a group.

Sturdy benches for the use of those watching events are desirable. This type, which is used in the Hartford parks, has a strong rear brace.

Shelters. A shelter of some kind is an essential equipment of an organized picnic ground. While it is true that large numbers of picnickers may find shelter in the case of a sudden storm in their own conveyances, at grounds of this type there are likely to be many people present without conveyances of their own. Moreover, it may be necessary to dine or to conduct parts of the program under shelter in case of rain. The shelter may be of a very simple design consisting only of a roof resting on posts set in the ground or in concrete in the ground, or it may be an elaborate structure with concrete or wood floor, partially or wholly sided, equipped with large fireplace, toilets, refreshment counter, tables, benches or chairs, rest room for women, and similar facilities. Such a structure may also serve for a dance pavilion or an auditorium. There are no standards as to size. It would be possible to pack as many as a thousand persons under a roofed structure covering a space 40 by 100 feet. This, of course, permits of standing room only. In forest reservations shelters of rustic design would be more in harmony with the natural environment than other possible designs.

Refreshment Stands. While the refreshment stand may not be considered an absolutely essential feature of the equipment of an organized picnic ground, it at least is a very desirable feature. These stands might well provide in addition to the usual confections, coffee and other hot drinks, pies, cakes, and possibly such staples as coffee, tea, sugar, butter, pepper, salt, rolls or bread, milk, and bags of charcoal. People often forget some of their needful picnic supplies, and experience will soon show what things are most in demand. These stands might also keep certain kinds of picnic equipment for rent, such as coffee pots, skillets, drinking cups, and for sale such things as paper plates, napkins, table cloths and paper cups. In other words, it might prove a great convenience if one could secure all necessary food stuffs and equipment on the ground itself for a picnic.

At Hartford, Connecticut, the Park and Recreation Department has developed organized picnic service to such a degree that the Refectory Service Department prepares and serves all food for a large organized picnic if the group so desires, charging, of course, a fixed price per plate for

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the service. The operation of these refreshment stands and supply stands may either be under a concession plan or by the recreation department with its own employees. Where the volume of business is large enough to warrant the employment of a first-class director or manager of refectories and refreshment stands, direct departmental handling of this service is preferable.

Children's Play Area. Every picnic area of this kind should have an area especially set aside and equipped for the use of the children. It should be located in the grove somewhat outside of the space or spaces where the mass of the picnickers congregate. The equipment may comprise sand pile or piles, a few swings, teeters, merry-go-round and slides. The equipment of the children's playground may be, of course, the ordinary commercial manufactured equipment such as is used on municipal playgrounds, but in these picnic playgrounds there is opportunity for the exercise of some originality more in harmony with the environment. For example, the sand may be placed in a huge pile or hillock instead of the usual sand box; the teeters may be constructed of logs with heavy planks of the proper length placed across them; the swings may be of rustic design and occasionally a swing may be hung from the limb of a large tree or from a small tree bole suspended between two trees; a combination balancing beam and teeter may be constructed of the bole of a large flexible tree mounted horizontally on stout horses with the upper or more flexible part of the tree swinging free. If there is no natural wading place a miniature lake may be created as a wading pool; by the use of shrub plantations a veritable fairyland brought into being, peopled with images of gnomes, fairies and characters from Mother Goose rhymes and other books which children delight in. In short, by the use of a little ingenuity and imagination the children's play picnic area may be made a most unusual, delightful and attractive feature of the organized picnic ground.

Sports and Games Areas. This area should be large enough for a regulation baseball diamond and possibly several smaller diamonds. The minimum desirable area should range from three to five acres. Except where such a field is intended for general and more or less constant use as a part of the standard equipment of the park, it is hardly necessary to go to the expense of constructing a first-class diamond. A reasonably level, well turfed area is all that is fundamentally necessary. It is probably true, however, that the picnickers from a large industrial plant, for example, will have two or more baseball teams, and a game or games between or among them will likely be a prominent feature of the program. In such instances the players will probably want a well constructed and equipped field. Horseshoe pitching or quoit pitching places may be located among the trees of the grove or in the open field. Running races can be staged in the open field. It is possible to play very amusing games with the soft baseball on a diamond laid out among the trees, the trees creating very unexpected hazards. If there is a body of water adjacent to the picnic ground some kinds of water sports might be conducted. Some picnic grounds might be equipped with a dancing platform and boxing stage.

Musical, Dramatic or Speaking Programs. Very often the program of an organized picnic will include a musical program, a dramatic performance or public speaking, or possibly all three types of activities. The simplest manner of meeting the requirements for these activities would be the installation of a combination band stand and stage, but a more attractive way would be the construction of an outdoor theatre entirely naturalistic in design. It has already been suggested that the shelter house may be so constructed as to meet the requirements for these activities.

Small Group Picnic Grounds

The picnic ground designed for families or other small groups having no organized relation to each other may vary in size from a space for the accommodation of one small group only to a space fitted to accommodate hundreds of groups at one time. The utmost latitude may be exercised in their location, consideration always being given to safety from forest fires. Picnicking of this form may successfully be carried on in places having no equipment whatever, a small cleared place of reasonably level ground with some shade being all that is necessary. But as a rule even in the smallest places it is desirable to have combination table and benches, and possibly a small oven or open grate.

In the larger places set aside for this type of picnicking there should be numerous tables with benches, ovens, toilet structures for both sexes, adequate water supply, and perhaps some type of a shelter. A very attractive feature found in some

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A Self-Supporting Circus

By HARRY H. STOOPS
Director of Summer Activities
Berkeley, California

Are you making your plans for a playground circus this summer?

What goes into the planning of the playground circus? A great deal, according to a director who has survived two such events which, in spite of the vast amount of detailed work involved, are rapidly growing in popularity with participants and spectators alike as the gala, crowning event of the playground season.

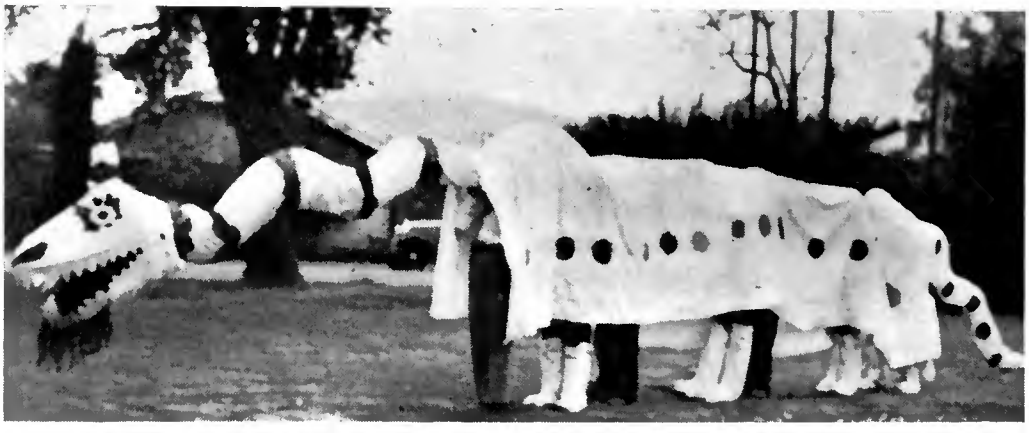
ANY RECREATIONAL event incorporating features which will interest a large group of men, women and children over a long period of time and yet requires no expenditure of funds is bound to be of interest to recreation workers in these days of budget cutting. Such an event has been found most successful in Berkeley, where the annual summer playground circus under the direction of Charles W. Davis, Superintendent of Recreation and Parks, has supported itself for the past two years and has increased each year in number of participants, audience and properties.

The circus had its beginning in 1931 when the need was felt for some event which would be sufficiently interesting to hold the attention of a large group during the summer months. In planning the feature as many recreational activities as possible were incorporated in it. The scope of the day's activities was broad enough to embrace varied interests and require a large number of children to make certain its success.

The Berkeley playground circus lasts two days. On the afternoon previous to circus day a parade is held, when approximately 250 gaily dressed children tour the city in trucks loaned by merchants advertising the supreme event of the morrow. The route leads past all of the twenty-one playgrounds, as well as along the main streets of the city.

The Day's Program

Circus day begins at 6:00 A. M. and ends at 6:00 P. M. All booths, rings, and other paraphernalia are set up from 6:00 to 10:00 A. M. by the children under the direction of the play leaders. Each of the twenty-one playgrounds has several definite units in the day's events. At 10:00 A. M. the gates are opened and the side shows, concessions and food sales are ready for business!



Courtesy California Parent-Teacher

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Courtesy California Parent-Teacher

A thrilling feature of the Emerson School P. T. A. circus at San Luis Obispo, Calif.

At 1:30 these activities cease and everyone prepares for the big three ring performance which is preceded by a parade of performers around the rings.

At the completion of the parade the show, consisting of two hours of diversified entertainment, begins with the usual ballyhoo of a leather-lunged ringmaster. Stunts follow in rapid fire succession, and at 4:00 P. M. booths are once more open for business. Games of skill, composed for the most part of elements of sports, are operated at most of these booths. Side shows and food sales complete the features to be found in the "joy zone." At 5:00 P. M. a siren is sounded and the day is ended. Down come the booths. Properties are salvaged, and by 6:00 P. M. only waste paper and debris remain to tell the story of another successful circus!

Balancing the Budget

Costumes, animals, food, lumber, ropes and other supplies brought the expenses of the 1932 circus to approximately $300. The financing of the event is made possible by the use of the carnival idea. Proceeds from side shows, concessions, and the sale of food are sufficient to pay all expenses. Adults are charged a 10 cent admission to the grounds. All children up to eighteen years of age are admitted free. Penny suckers are given as prizes. No effort is made to make money at the expense of the children, and at all times the patrons are given their money's worth whether it is in food or any of the penny skill games.

No money is handled by children; only tickets are acceptable at the booths. Five cent and one cent tickets are sold at five conveniently located ticket stations, and the funds from the sale of the tickets are collected at frequent intervals, allowing no opportunity for a surplus to accumulate. Responsibility for the money rests with a committee of two play leaders and the director of the summer's activities. All materials are purchased on consignment and only those used are paid for, all others being returnable. No funds are provided from the budget of the Recreation Department for this circus. All materials are purchased on credit established by the directors in charge, who are so confident of the success of the event that they are willing to underwrite all financial obligations!

Organizing for the Circus

No description of the features of the circus program will be given here. Programs vary and much has been written on the subject.

In arranging for the printed program in Berkeley, we find a merchant who is willing to pay for the cost of the printing and the program is set up in such a way as to make it easy for the spectator to follow on his program the events which are taking place on the field.

Among the features which comprised the circus program for 1932 were:

Pirate dance	Magician
Balloon dance	Polo game
Ballet dancers	Spanish fiesta
Freaks	Horse riding
Clown dance	Tumbling
Chariot race	Boxing
Corp of monkeys shot from a cannon	Wrestling
	Pyramid building
Clowns	Tight rope walker
Animals	Flag drill
Balloon boxing	Cock fight
Cowboys, Indians	Clown football game

Committee Organization

The organization for the program begins about six weeks prior to the scheduled date. The leaders on the playgrounds are assigned to committees, the chairmen of which meet from four to

five times before circus day. Lists of the stunts, side shows, concessions and food sales are presented to the play leaders, and each playground decides what it is going to do at the circus.

The committees are divided into the following groups: Arrangements and Finance; Purchasing, Publicity, Parade and Ballyhoo, Grounds and Booths, Properties, Program, and Concessions and Side Shows. The directors are given a choice of the committees on which they wish to work.

The Arrangements and Finance Committee appoints a general chairman of the circus, has general supervision of plans, arranges for and plans committee meetings, secures the printing of the program, establishes credit, certifies all expenditures, fixes admission prices, arranges for the sale, distribution and collection of tickets and for gatemen. It is responsible for all complimentary tickets, the handling of all money, the payment of bills, and the preparation of the final report.

The Purchasing Committee determines what has to be purchased, obtains the best possible prices for the articles, arranges for delivery and return of extra supplies, determines the contents and price of grab bags, procures the broadcast car, Calliope and truck, signs for the truck and arranges for the printing and purchasing of tickets.

Publicity is the duty of another committee which gathers information for newspaper articles, arranges for photographs, organizes a poster contest and sees that posters are distributed throughout the city and to parents. The committee also plans window displays, radio announcements, theatre advertisements, and is responsible for the preparation of lists of participants.

Taking charge of the parade, determining entries, choosing the course, obtaining trucks, arranging for police cooperation, choosing the ringmaster and the ballyhoo artists, comprise the duties of the Parade and Ballyhoo Committee.

The workers comprising the Grounds and Booths Committee are faced with no easy task. They must plan the layout of the concessions, side shows and main rings; locate the booths; arrange for the construction, decoration and demobilization of the booths and rings; salvage all usable equipment; plan for the make-up room, and for information and lost and found booths; put up all signs and see that they are returned; distribute ticket cans; lock all gates other than entrances used; arrange for a property room, and see that lavatories are open.

The Properties Committee has as its task the location of all properties needed and the requisition of all articles and materials which must be purchased. It must see that all properties are at the circus grounds the day before the performance, be responsible for borrowed articles and see that they are returned to their owners, make all necessary signs, check on all equipment needed for construction and performance, follow up all requisitions prior to the day before the circus, and cooperate with the finance and purchasing committees in the matter of materials to be purchased.

The Program Committee checks on all the phases of the program, arranges the order of events, makes out the program, plans for ring attendants, ringmaster and amplifiers, sees that the program has proper sequence, schedules rehearsals and the seating of participants, and secures music.

The Concessions and Side Show Committee assigns food sales to the play-

"Regular" in every respect was the Emerson P. T. A. Circus! Of course there was a band!

Courtesy California Parent-Teacher

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grounds, determines the amount needed, arranges for distribution, delivery and collection of extras, checks on salesmen, rehearsals and location of the shows, arrange for side shows and procures a list of all acts and performers.

Cooperation between the members of all of these committees is essential in order to insure successful results.

A method of checking up on arrangements is instituted two weeks before the big day to make sure that everything is being accomplished. All committees are included in this check up. Lists of specific duties are released and verified by the committee chairmen. On the Saturday previous to the circus day a final check up is made. Property lists are compiled and a final set of instructions is drawn up for directors. This final sheet contains information concerning the construction, maintenance and final closing of the booths and information concerning general items of interest and the procedure before, during and after the program.

Courtesy Yosemite Park and Curry Co.

There were clowns, acrobats and animals galore. And there were the Dancing Goops!

In the Joy Zone

Among the side shows in the "joy zone" are a puppet show, fortune telling booths, freaks, house of horrors, and a pony riding concession. Peanuts, grab bags, soda water, lemonade, crackerjack, gum, hot dogs, doughnuts, candy and ice cream are the items found on the circus menu. Any of these may be purchased for a 5 cent ticket, while the side shows and concessions cost but one cent each.

The concessions include checking, information, and lost and found booths, baseball throw, nail driving, ten pins, darts, knock over, nut tree, football throw, hang it, sink the shot, ring the duck, fish pond, ball and pins, and basket shooting. All of these games of skill are tested for their difficulty, keeping in mind the fact that children are the ones to be pleased.

Properties and Equipment

All materials, costumes, animals, signs, construction articles, crepe paper, tacks, hammers, ticket boxes, heavy paper laths—in fact everything that is to be needed for the entire day—are stored the day before in the property room on the field. A property man is on hand to check in and out to the directors all of the required articles. A property list including all these articles and the name of the playground and booth makes the checking system more efficient. Each group of materials is set aside for the plaground director who is to call for it. By the use of this method considerable time is saved during the rush period from 8:00 to 10:00 on the day of the circus.

Food stuffs arrive at the field before 10:00 A. M. the day of the circus. Ice cream comes in a refrigerator truck which stays on the grounds all day. Weenies, soda water, candy and other perishables are kept on ice until needed. One director has the responsibility of providing the food sales groups with additional supplies as they are needed. Since everything is purchased on consignment, great care is taken in issuing of additional supplies.

Construction goes on from 6:00 A. M. to 10:00 A. M. the day of the circus. Three main rings are marked off for the big shows and the booths needed for side shows, concessions and food sales are erected in the "joy zone." Each director is responsible for his or her own booth. All of the materials are located in the property room and are checked out to the directors.

The booths are constructed of frames 6 feet by 12 feet used as sides. One inch boards 12 inches wide and 12 feet long are used as counters, while pieces of flooring are used as braces. The booths are decorated with signs, crepe paper, and wrapping and roofing paper. Booths are set in

(Continued on page 157)

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

This article deals with the important subject of selecting the play, and in it Mr. Knapp suggests some of the criteria for judging a play. In an article to appear in the July issue "Casting the Play" will be discussed.

THE POOR selection of plays has killed as many producing groups as any other one reason. Poor plays produced professionally by skilled actors die quickly. How futile, then, to hope the unskilled actors in a poor play may achieve success!

One act plays are usually written for amateurs as they are seldom used professionally. In selecting long plays, however, the group should be wary of plays "written for amateurs." It usually means the play is so poor that professionals cannot put it across. What hope, then, for the amateur? Occasionally there is an exception and a play is too good (too much depth or too cultured) for Broadway. Remember, however, that the biggest part of a Broadway audience comes from Middletown and Cripple Creek. A play that is too good for Broadway is apt to be too good for any community, unless produced by a university, college or "arty" little theatre with a select audience.

The professionally produced plays also must be culled carefully by the amateur group. Some of them are too "cheap," a few of them are too difficult, and a great many of them are too "risque" or are downright "immoral." Plays which are smiled or laughed at on Broadway would be frowned on severely in Middletown and Cripple Creek.

The average amateur group has difficulty in securing copies of plays to read from which to make a choice. They have no funds to purchase plays which may not be used. The average town and city library has very few plays suitable for production by a community group. Descriptions in play catalogues mean little, and plays which are personally recommended by some authority should be read before purchasing copies for the entire cast.

This difficulty is being recognized by some publishers. Longmans Green & Company, New York City, for example, has a special offer whereby ten plays may be ordered from the catalogue, a remittance being sent to cover their prices. If one play is selected for production the others may be exchanged for copies of the play selected, provided the books are returned in fresh and salable condition.

Some state colleges and universities have a package library system from which groups may borrow by mail a limited number of plays for reading purposes. Copies for the production, however, must be secured from the publisher.

And there's always the royalty question! Best plays have a royalty unless the play is so old that the copyright has expired, which means nearly sixty years. It is becoming possible to secure fairly good one act plays without a royalty, although the best ones have a royalty. It is practically impossible to secure a good three act play without a royalty.

The royalty is the rental for the use of the play. It should be paid to the publishers a week before the production of the play. Nothing will be said if it comes in a week after the production, but it is a good plan to have it arrive by that time because the publishing houses have clipping bureaus which send all newspaper articles concerning the production of plays to them, no matter how small the article or the newspaper. Wilful violation of the copyright laws carries a maximum penalty of a year in prison, a thousand dollar fine or both. The moral side must also be considered. The group which produces a royalty play without paying it is as dishonest as the man who moves out without paying the rent.

One reason why groups must pay a royalty to secure good plays is that they themselves will not

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play fair. The usual playwright lives by writing plays; it's his business. A play book usually sells from thirty to seventy-five cents a copy. The playwright gets ten per cent of the book sales, which means he makes from three to seven and a half cents a copy. A group will buy one copy of a play, copy all the parts, then distribute the parts to other groups to copy. Playwrights and publishers have adopted the royalty plan in self-defense.

Good plays are worth a reasonable royalty. They build up a following. Poor plays will quickly eliminate any following with which the group may start. Organizations which produce a play occasionally to "raise money" should give the audience its money's worth out of self-respect, and for the sake of good taste, if for no other reason.

The director, or a small committee, should select the play. The director and two members of the group make a good committee. If a committee is too large it spends too much time arguing.

Some Pertinent Questions

After reading each play the committee members should ask themselves certain questions.

1. Are the characters real people?

Characters may be unusual but they should not be stuffed dummies, drawn by a caricaturist with bad taste. If the city men are "slickers" and all the farmers are "rubes" it's pretty apt to be a bad play

2. Does the play have action?

A good play shows them; it doesn't tell them.

3. Does it tell a story?

Results should follow causes logically enough so that the audience can imagine the story is happening, has happened, or at the very least, might possibly happen.

4. Will the producing group like it?

If the producing group does not like the play it will be a poor production. A play should not be produced merely to be "high brow," to raise money, or to please some strong-minded person in the group, but because it is liked by the group as a whole.

5. Will the audience like it?

Certain audiences require certain types of plays. This is especially true of children's productions. The average community audience should be given credit for some intelligence. In spite of the opinion of some playwrights, they are not all morons. They are usually disgusted with cheap, trashy plays, and show it by not attending the next production. Comedies are generally popular, but they should be varied by dramas, melodramas, and even an occasional tragedy or fantasy.

6. Is this play possible for us?

An inexperienced group should not attempt difficult productions. One act plays are excellent mediums with which to gain experience.

Costume plays and high royalty plays are usually avoided by impecunious groups.

Plays with very large casts should not be attempted by small groups or groups with a very small stage.

Plays with difficult characterizations should not be attempted unless there are actors suitable for the parts.

Help in the selection of plays may be had without charge from the drama consultant of the National Recreation Association. Play lists may also be secured for a very nominal fee. These lists are classified as follows: Plays for children; tournament plays; little theatre plays; plays for women; plays for men; non-royalty plays and others.

Among the publishers glad to send their free catalogue of plays are: Walter H. Baker, 41 Winter Street, Boston, Massachusetts; Samuel French, Inc., 25 West 45th Street, New York City; Longmans Green & Company, 55 Fifth Avenue, New York City; Fitzgerald Publishing Corporation, 14 East 38th Street, New York City, and Dramatic Publishing Company, 542 South Dearborn Street, Chicago, Illinois.

"The best argument for community playing is that it be useful both to workers and auditors. The community player's business is to supplement life, and contribute to it those things which cannot be had by other means. The rule is: Avoid hackneyed pieces; avoid pieces whose production in your vicinity is in prospect, and above all avoid unworthy pieces.

"Community drama is the most direct and natural means of getting into touch with the arts. The love of creative work is its motive power, the zest of united effort is its binding force, and its end is the interpretation of life in terms of beauty."—*Roy Mitchell,* in *Shakespeare for Community Players.*

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Junior Leadership on the Playground

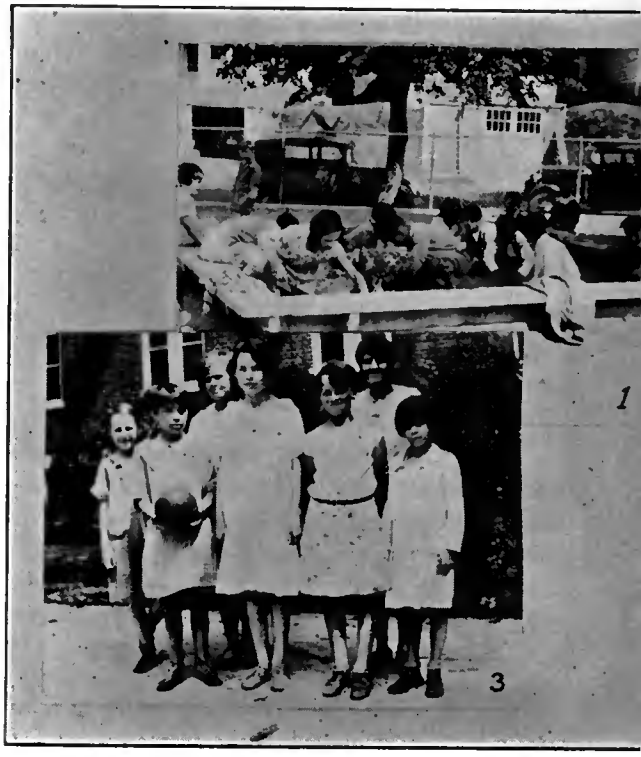
Let us have your opinion on this increasingly important subject.

IN discussing the effectiveness and place of junior organizations on playgrounds, it is necessary first to distinguish between junior organizations and junior leaders. By junior organizations I have in mind definite groups organized for a specific purpose with particular objectives and responsibilities, and with some badge or insignia of identification. By junior leaders I mean boy and girl leaders who are not organized into a formal group.

Junior leaders should, I believe, be used as fully as possible on playgrounds. First of all, because such service gives boys and girls the valuable experience of acting in positions of responsibility where they have to make decisions and exercise judgment and control. Secondly, because the delegation of responsibilities to others represents the best leadership technique in working with large groups. A playground leader in charge of a hundred or more children of various ages cannot possibly conduct a day's program of activities which will include all the children at the same time. Unless boy and girl leaders within the group are made responsible for certain activities and for specific duties, the leader will be forced to take care of only a limited number and the rest will either be left to their own devices, which may or may not be satisfactory, or will be lost entirely to the playground because it offers nothing to attract them.

The question to be asked, then, is: How can these junior leaders be discovered and used to the best advantage?

One way is to set up definite organizations such as safety patrols, cleanup squads, junior police, leaders' clubs and the like. Membership in such organizations requires a definite period of training, however short, and perhaps a period of apprenticeship as well, also a pledge of willingness to perform certain specified duties. The scheme is used effectively in schools, especially in physical education classes and after-school play programs where boys and girls are elected squad leaders or captains for stated periods of time. At regular meetings for leaders they are acquainted with their particular duties. The frequent change in leaders makes it possible for most pupils who are interested to serve. If the system is carried through the upper grades and the junior and senior high schools, the opportunities for serving in various capacities are many.



Courtesy Board of Recreation Commissioners, Bloomfield, N. J.

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Junior leadership organizations on the playground have certain definite drawbacks and liabilities, according to the playground worker who presents in this article the result of her experience and thinking. You may not agree with her. If this is the case, let us have the benefit of your experience and opinion. This is an important subject which has became increasingly urgent as the whole problem of providing sufficient leadership on the playground has been aggravated by the present economic situation.

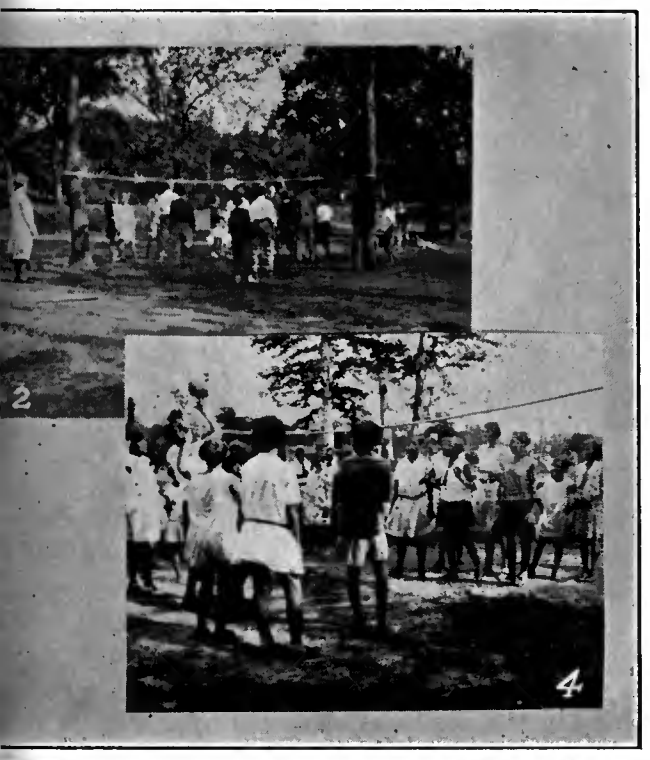
Difficulties in Formal Organization of Junior Leaders

This system has been carried over from the schools to playgrounds. Some leaders maintain that the system is effective; in my estimation it is not, for several reasons.

First of all, because the needs, objectives and administrative set-up of summer playgrounds are entirely different from those of the school. Even though both are concerned with the child, the methods of dealing with him are entirely different. Unless the playground is a school playground and the leader is a teacher who has been responsible for the school play activities throughout the year, he is not familiar with the leadership ability of the children on the playground, especially at the beginning of the season, and is not capable of assigning boys and girls to safety squads and leadership corps with any real discrimination. The dominating spirits on the playground who make their presence felt and who are most likely to be chosen are not always the best leaders.

In the second place, the most defensible argument on the value of junior organizations in schools does not apply to the same organizations on playgrounds. Junior organizations, such as the junior police, which put boys and girls in a position where they must make decisions regarding individual conduct and act in a way which directly affects other boys and girls, need the most subtle and careful adult supervision. In the school a teacher handles a much smaller number of children at any one time and has at least eight or nine months in which to observe their leadership ability and their individual differences. On a playground a leader who has only two months to know a hundred personalities, to introduce activities to appeal to each and every one of them, to administer a playground and all its physical equipment, is not in a position to give this careful supervision and to conduct even the simple training courses which formal group organizations require. Furthermore, he does not have time, and should not be expected to find the time, to attend to the clerical details which formal organizations entail. Even though no written records are kept of individual achievement, the playground leader must make some honest check of each junior leader's performance to determine his fitness for continued service and for recognition, or the whole system becomes only a superficial, administrative device. When this is so, as I believe it is in many instances, the children soon detect it and lose respect for the system, or take their responsibilities just as lightly as they think the leader is doing.

A bird's-eye view of some activities which make Bloomfield's playgrounds happy places.



At this point a reasonable question presents itself. If it is true that a leader cannot give his

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attention to a specially organized group, how can he make use of junior leaders at all? Isn't it true that without the safeguard of an organization a leader is more likely than ever to fall back on the boys and girls who are most aggressive? Probably so. In fact, with an immature leader this is more apt to be true than not. But as the leader comes to know the children on his playground better he can shift responsibility without having to disrupt an organization to do so. If an aggressive boy or girl who needs the experience of being led more than he needs the experience of leading is elected captain of a safety squad during the first week of the playground season, and performs his role badly, the leader cannot take the position away from him before his designated term expires without resistance and antagonism on the child's part, and perhaps the complete alienation from the playground of him and all his followers. The argument may be advanced that the boys in a squad who elected him will learn by this experience what it means to choose a poor leader. However, in a free playground situation where opportunities for mature guidance are so limited, the group, instead of remaining intact long enough to learn by the lesson, is more likely than not to break up entirely. If it does continue, it is apt to be in a disgruntled and unwholesome spirit which presents a difficult disciplinary problem to the leader.

Courtesy The Journal of the National Education Association

The choice of a wrong leader is by no means an uncommon occurrence. One of the reasons for this is that the playground population is almost never entirely the same as the school population. A child meets newcomers who are not met with in the school—summer visitors, children who attend other schools, and children of the same play interests in different grades. Furthermore, the comparative freedom of the playground presents new situations which may demand an entirely different kind of leadership than is expected in the classroom or in the natural play group. Although it is true that playground teams also elect their own captains, sometimes the wrong ones, and the same argument is not advanced against them, it must be remembered that such groups consist of comparatively few members, are fairly homogeneous both in age and interest, and are usually self-selected. This makes it easier to deal with personality problems. Teen age boys and girls will form their own teams for games but they never organize a police system or a clean-up squad or the like. The fact that these organizations are adult imposed does not necessarily make them valueless, but it does mean that those who impose them should be willing to subject them to the most careful scrutiny.

The fact that playground organizations are not created through the children's own choice brings up the problem of arranging meetings satisfactorily. If both boys and girls are in the same organization it is difficult to get them together before or after sessions. Home chores keep many of the girls away longer and take them away earlier than they do the boys. Nor can boys who carry papers, as many of the playground children do in larger cities, stay for a meeting late in the day. During the height of the morning or the afternoon when activities are at their peak, it is not feasible to call a meeting of leaders, first of all, because the leaders should be out assisting in conducting activities, and secondly, because those who are not responsible for some particular assignment may want to participate in one of the activities taking place. This may not be true in the far South where there are long hot periods during the day when quiet activities, including club meetings, are not only appropriate but almost a necessity.

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The Problem of Insignia

It is argued that children ought to feel responsible for the success of the playground, for its physical cleanliness, and for its order and operation. Consequently, they should share in the work that has to be done. For the children who do not want to help clean up the playground, who are careless in the use of equipment and apparatus, some incentives must be provided. This is the justification for the use of insignia. Being intrinsically of small value, they are a harmless device for getting children to do things in which they would not otherwise be interested. Some leaders insist that the insignia are incidental, that they serve only as a means of identification. Others admit that they are a form of award for service. In either case, they are a sign of recognition. Whether they are detrimental or not depends on the pressure the leader exerts on the boys and girls who wear them. It also depends on whether or not the emphasis is placed on doing the assignment well or on receiving the badge. I disapprove most of all because of the feeling of distinction it creates between the children. If the badge is only a means of identification and not an award for service and a slow witted boy or a "bully" wants a badge, should the leader give it to him? If he does, the others in the squad will feel there is no particular merit in wearing a badge. If he does not, the child suffers through no fault of his own.

Let us suppose a boy who is capable of assuming responsibility falls down on his assignment. Is the badge taken away from him? It should be if it is a sign of his willingness to perform assigned duties. Yet to do so is to call the attention of the other children on the playground to his negligence. It also leaves the boy with a sense of loss which is unnecessary. If there were no organization and the boy had failed to do something he promised, the difficulty could be settled between the leader and himself. Handling such individual problems is not difficult even on a playground where there are so many different personalities. It usually requires an exchange of only a few words. If the leader is discreet and intelligent, the boy will be aware of his shortcoming but will not feel embarrassed or ashamed as he would be in the other case. Nor would he run the risk of being taunted for having had a badge taken away or withheld from him.

How Can Junior Leaders Be Used More Effectively?

If there are all these objections to junior playground organizations on summer playgrounds, how can junior leaders be discovered and used more effectively?

Instead of taking the time to organize and supervise these corps, squads and patrols, a playground leader should, I believe, use that same time to discover new interests, to enlarge his own repertoire of skills by experimenting with new activities, new games, new stories and new dramatic and music activities. Instead of taking time to perfect an organization which must necessarily reach only a limited number of children, he should give his attention to discovering new leaders, particularly among the shy boys and girls whose abilities are not so apparent. One of the best ways of doing this is by introducing a wide variety of activities which will give as many children as possible an opportunity to develop and to display their natural abilities and interests.

As stated previously, a varied program can be offered only if boy and girl leaders are used, the older girls to play with the younger ones, to teach them singing games and folk dances and tell them stories; the older boys to teach the younger ones crafts, coach them in games and sports, etc. In the beginning the leader will enlist those whose abilities are most apparent, being careful not to exploit them or to monopolize the time which they have for free play or playing with other children. This is a point which I believe is not stressed enough in discussing leadership technique. As a leader comes to know the leadership resources within the group, he can plan the program in a way which will take the best possible advantage of this existing leadership and which will leave him as free as possible to start new activities, uncover new leaders and step into the place of the leader who has fallen down. This might also be possible under the system of junior organizations were it not for the fact that the organization emphasizes the work to be done and not the individual doing it, and imposes standards and rules which are exclusive rather than inclusive.

As new boy and girl leaders are discovered, the adult leader can ask them to help, first in a small capacity and then in increasingly larger ones. This gives the child leader a chance to establish

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confidence, to grow slowly before being singled out of the group. The exercise of her ability gives her this confidence. If she is a shy, sensitive child, a badge, by calling attention to her, might frighten her away and keep her forever from expressing herself. I remember one particular girl who would not participate in anything for a long time but who always hung around on the fringe of the group. She found herself when we introduced a particular type of needlecraft. At first she would not even show her work to anyone except the leader, but finally she was willing to teach the other children. She never developed the ability to organize a group herself as some other girls could. But once the craft class was started, the leader could withdraw with the assurance that it would hold together until she returned. If there were leadership corps on the playground, how would this girl be classified?

And the slow witted boy who wants to help? As long as there is no standardized code of rules set up to govern a hundred personalities, he can be given responsibilities which he can perform with satisfaction. His achievement will be measured by his own standard and not by the comparative standards of an unselected group. Perhaps his assignment is nothing more than getting water in which to soak reed for the handcraft class or perhaps carrying a baby swing to the storage house. Into which junior organization would he fit? I remember several younger boys who watched other children of the same age take the playground flag down every night for two weeks before they gave the least sign of wanting to do it themselves. They wanted to be sure they could do it, to be sure they knew how. I don't believe they would have tried had the other boys been wearing badges testifying to their superiority. They were afraid of failure, and I am sure the badges, the ceremony, the rules of an organization would have scared them off entirely. Freedom from domination is one of the most valuable contributions of the playground. Why crush it with a stereotyped routine?

A Summary

To sum up. I believe the junior organizations are not necessarily detrimental in themselves. Mature, experienced leaders may be able to preserve the best intentions for which they are designed. However, in view of the fact that the time for training adult leaders is limited and their time for service also short, the problem of using that time to its best advantage is most important. Since there are so many conditions under which a junior organization may be unsatisfactory, if not genuinely harmful, because of the device for exerting pressure which it puts into the hands of a leader, I believe it would be better to emphasize the real leadership techniques instead of artificial substitutes. We would, it seems to me, develop better playgrounds and better playground leaders if we stressed the natural techniques instead of artificial ones; if we considered the best way of discovering and utilizing incentives to be found in activities themselves instead of outside incentives; if we discussed the technique of group leadership, the value of recognition, the ways of handling different children and similar problems, instead of arbitrary systems of leadership.

The most emphatic argument I can advance against the use of such organizations is that they are standardizing and unimaginative. Playgrounds are intended to free play impulses, to give as natural an opportunity for the expression of play interests as possible. Instead of concerning ourselves with the problem of finding new and better ways for extending this freedom, we try to find ways of standardizing leadership with no consideration of children's individual differences and capabilities.

"It is most essential that children play with those who stimulate them on their own level of group consciousness. In no other way are unsocial attitudes so likely to be built up as by forcing children into associations to which they do not wholeheartedly respond. The drive behind the child's behavior is to 'get by' with its members. If there is a chance of achievement along the lines of group interests, the individual child will learn how to play fair, to tell the truth, to act loyally, and will be awarded with group approval, and either with a secure place in the ranks or with some degree of leadership. But if he has no practicable chance of achievement, he may find pleasure in the attention he gets by blocking or bedeviling the others."—*Leroy E. Bowman* in "The Urge to Belong," *Child Study*, May, 1933.

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Planning the Handcraft Program

By JOHN C. KIEFFER

Special Assistant to the Director

Division of Physical and Health Education

Board of Public Education, Philadelphia, Pennsylvania

CONDITIONS of the past few years have forced us to examine more and more closely our play and recreation activities, our organization of them, and the principles and philosophy underlying them for the purpose of securing better and more lasting benefits. The tremendous increase in spare time brought about by industrial mechanization and its increasing unemployment, together with a decrease in available spending money, has brought us to a realization of how helpless we are in utilizing this time to the best advantage.

When working and with money to spend, spare time was a source of joy, but once thrown upon our own resources for entertainment and life satisfactions, many of us have been found wanting. Lack of skill, together with lack of interest in satisfying activities, has caused almost as much misery as lack of food, clothing, and shelter. Who is to blame for all of this is not our problem now. Our main concern must be that such condition shall not continue.

Enrichment of Life Through Handcraft Activities

In handcraft we have an activity which can give much in the way of enriching life. It is only one of the many means, of course, and should not be over-emphasized at the expense of other vital activities. Dr. L. P. Jacks reminds us that it is based on very fundamental urges. Like other basic urges its growth and development depend upon careful nurturing. It is at once evident, then, that attention must be directed to the selection of suitable projects to fit interest and capacity of children, and to the careful organization and management of instruction rather than to the haphazard exposure of children to the making of some novel things. In other words, we are interested in building skills and attitudes in large numbers of children with a view to making them happy now and also to arousing interest and developing abilities which will serve them as they grow older. In thus looking beyond the present or current values of these activities, we need not necessarily sacrifice any of the fun or joy involved at present. To look only at present values in terms of amusement or passing of time, or even in terms of "keeping them out of mischief," is a short-sighted policy.

It is just at this point that the application of sound principles and good methods of organization and presentation are so essential. Too often in the past, perhaps, these factors have been emphasized to the extent of defeating their very purpose. Here, of course, the teacher must never let the method of teaching, of organization or of management, become the end. They should always be a means of securing the desired results.

This summer handcraft bids fair to surpass even its previous popularity as a playground activity, if the number of inquiries coming to the office of the National Recreation Association may be considered an indication! We are therefore presenting the paper given by Mr. Kieffer before the district conference held at Philadelphia this spring. It outlines in a practical way some of the principles involved, and presents projects appropriate for age groups.

Principles of Organization

In presenting handcraft activities on the playground, teachers should first of all have a very clear understanding of their purpose. They should, I believe, provide a form of recreation which is interesting to children and which at the same time affords opportunity for developing manual skills, for using tools and materials, and for individual expression in constructive projects.

The teacher should be guided by the following principles:

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(1) Activities should be chosen which—

(*a*) Are interesting to the children.

(*b*) Are within the limits of their ability.

(*c*) Yield useful or attractive products.

(*d*) Teach the use of tools.

(*e*) Acquaint the children with the use of a variety of materials.

(2) Standards of workmanship set by the teacher for the children should be high enough to be challenging and yet low enough to permit success.

(3) It is advisable to group the children on the basis of interest, ability, and sex. Assignment to any group need not be fixed or permanent.

(4) For reasons of economy it is advisable to encourage projects involving the use of inexpensive materials.

(5) The wise use of well trained, capable leaders can materially increase the fun of the activity for the children, the effectiveness of the teacher's instruction, and can extend the teacher's service to a greater number of children.

> **"Recreation includes all the beautiful skills, crafts and hobbies that human beings can practice, on and up to the finest of the fine arts. I call this the higher recreation. You may think of music as a typical form of it, though, of course, there are a hundred others. We need playgrounds for the body, but we need also playgrounds for the soul, and it is in them, I think, that the most enjoyable recreation, the most delightful and lasting of leisure occupations are to be found."** *L. P. Jacks, in Education through Recreation.*

Classification of Children

If handcraft opportunities are to be presented effectively on an extensive scale, it is essential that the children be grouped into small units. Where the teacher is not acquainted with the individual abilities of the children it is often advisable to classify them into several groups. One way of doing this is to place children in the first, second, and third grades in the beginners' group; those in the fourth, fifth, and sixth grades in the intermediate group, and those in the seventh, eighth, and ninth grades in the advanced group. In the advanced group it is often advisable to place the boys and the girls in separate groups. This classification is a tentative one, and as the child displays more or less ability he or she is shifted into a more suitable group. This shifting is always done in a diplomatic way and seldom should the teacher separate friends. Within each of these groups the teacher may, if necessary, set up subdivisions based on ability or interest. A child should always be permitted to shift temporarily into other sections for projects which are particularly interesting to him and within his ability.

Leaders

Such a complicated organization naturally requires a corps of well trained leaders and an elaborate program. By selecting the more capable boys and girls and giving them additional help before or after the playground session, capable assistance will be available. This additional help will usually consist not only in teaching them how to make the various projects but also in showing others the method of making them. In addition, the teacher must point out some of the difficulties that the children will experience and how these difficulties should be overcome. The preparation of the materials and the distribution of supplies and tools will also require discussion in these meetings of leaders. Much of the success of an extensive program for large numbers of children will depend upon the training and ability of the leaders.

Program Building

Any attempt to present handcraft activities successfully will also require a well organized program of activities for each ability group. The teacher should set up a daily schedule of these activities for several weeks in advance. This permits:

A logical progression in activities

A more economical use of materials

An accumulation of discarded materials brought by children from home for use at a later date.

The provision by the teacher of a more interesting and varied selection of activities.

This program, of course, will be subject to emergencies which arise from time to time and the teacher should not hesitate to change her program when conditions at any given time justify a change. In planning the program it is well to remember that for younger children with their short interest and attention span, projects must be selected which can be made in a relatively short period of time. It is also well to keep in mind the fact that in the case of certain skills it is advisable to provide a certain amount of repetition with enough variation to maintain interest. In the case

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of older children there may be projects which will require several days to complete.

Activities

Following are suggested lists of projects suitable for children of beginning, intermediate, and advanced abilities:

A. Beginners' Group

(1) Tracing and coloring on paper (animals, birds, flowers, and other objects.)
(2) Weaving paper mats.
(3) Cutting paper.
  (a) From tracings—flat, standing, movable objects.
  (b) Free cutting—magazine and newspaper pictures
(4) Cutting, folding, and pasting paper (construction)
  (a) Fans (paper)
  (b) Book markers (paper)
  (c) Pin packs
  (d) Lanterns (paper)
  (e) Pinwheels (paper)
  (f) Hats (paper)
  (g) Boats (paper)
  (h) Airplanes (paper)
  (i) Envelopes
  (j) Cornucopias
  (k) Baskets (paper)
  Soldier; Indian
(5) Scrap-books (comic, picture books)
(6) Paper boxes (pasting pictures or bits of colored paper on boxes)
(7) Furniture (stiff paper or cardboard)
(8) Top (cardboard circle with stick in center)
(9) Garages, barns (stiff paper or cardboard)
(10) Necklace beads (long triangles of colored paper rolled and pasted)
(11) Jars (pasting pieces of paper on jars, bottles, etc.)
(12) String or cord knotting (simple granny knots)
  (a) Necklace; *(b)* Bracelet; *(c)* Chain
(13) Silhouettes (paper) — Trees, flowers, animals, houses
(14) Paper dolls
(15) Doll clothes (paper)
(16) Cutting and sewing (cloth) appliqueing
(17) Toy wagons, carts (stiff paper, cardboard)
(18) Picture puzzles (cardboard)
(19) Simple plaiting and braiding (raffia)
  (a) Bracelets; *(b)* Chains; *(c)* Necklace
(20) Belts (paper weaving)
(21) Checker boards (cardboard)
(22) Simple posters
(23) Asbestos covered jars
(24) Mats (raffia weaving)
(25) Picture and design sewing—sewing cards
(26) Simple reed and raffia weaving

B. Intermediate Group

(1) Movable animals (cardboard)
(2) Dolls (cardboard)
(3) Doll clothes (crepe paper and cloth)
(4) Belts (paper and cellophane)
(5) Paper covered jars and bottles (design work)
(6) Asbestos (covering glass jars in designs or reliefs)
(7) Mats (weaving on loom using raffia, wool, jute, string)
(8) Rugs (weaving on loom)
(9) Pocketbook (weaving on loom)
(10) Muff (weaving on loom)
(11) Hot dish mat (wrapping and sewing on loom)
(12) Napkin rings (cardboard wrapped with raffia)
(13) Needle books
(14) Pen wiper (cloth)
(15) Tam O'Shanter (weaving on loom)
(16) Hammocks (doll)
(17) Pot holders (cloth)
(18) Peanut bird, dolls, etc.
(19) Raffia doll
(20) Painted bottle
(21) Kites (paper)
(22) Picture frames (picture, spider webs in center)
(23) Mats (wrap rings cut out of milk bottle tops, with raffia)
(24) Lamp shade (stiff paper, crepe paper)
(25) Reed mats (raffia centers)
(26) Stocking doll
(27) Pendant (small picture frame and plaited raffia or cord)
(28) Comb and brush holder (cardboard covered with cloth)
(29) Letter holder (cardboard covered with cloth)
(30) Plaques (simple tracing of pictures on wood, coloring and shellacking)
(31) Indian baskets (raffia)
(32) Doll house (cardboard)
(33) Bird cages (soda straws)
(34) Pocketbooks (sewing wool, raffia — in scrim or burlap)
(35) Dish rag bags (with designs)
(36) String bags
(37) Puzzles (cardboard)
(38) Puzzles (wood)
(39) Costumes (crepe paper)

C. Advanced Group

(1) Novelty dolls (cord, inner tube, raffia, rope, stocking, oilcloth, fruit, lollypops, cork, rag, hairpin)
(2) Book marker (leather)
(3) Vases (paper covered jars and bottles — design work)
(4) Puzzles (wood)
(5) Modeling asbestos
  (a) Forms (animal, faces, plaques)
  (b) Objects (ash trays, candlesticks, etc.)
  (c) Beads
(6) Asbestos covering over wood or stone (paper weights, inkstands, picture frames)
(7) Reed baskets
(8) Posters
(9) Decorated Indian basket (raffia)
(10) Belts (cellophane)
(11) Leather billfold
(12) Rugs (woven, hooked)
(13) Vase (painted)
(14) Paper flowers
(15) Plaques (advanced tracing on wood, coloring and shellacking)
(16) Door stops (wood)
(17) Reed basket
(18) Splint baskets

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(19) Magazine rack (cardboard)
(20) Soap carving
(21) Costumes (crepe paper and cloth)
(22) Door stop (covered milk bottles or cans)
(23) Toys (wood)
(24) Book ends (wood and asbestos)
(25) Boats (wood)
(26) Leather belts
(27) Tie holders
(28) Lamp shades (twisted crepe paper, raffia, wire, cardboard, picture)
(29) Plant stands, tabouret (cardboard)
(30) Rope quoits (splicing, grommet)
(31) Advanced reed work
(32) Stained glass (art glass)
(33) Hammocks (string)
(34) Chair caning

A Suggested Program

Following is a suggested program of handcraft activities suitable for each of three groups of children classified on the basis of ability:

Date	Beginners' Group	Intermediate Group	Advanced Group	
			Boys	*Girls*
July Mon (1st)	*Tracing* with crayons on drawing paper, cutouts of animals and birds. (Patterns have been cut out by teacher or leaders beforehand.)	*Making Jointed Animals* using manila tag and paper fasteners. (Cutting, coloring and fastenings). (Ask children to bring large pieces of wallpaper or wallpaper sample books next day.)	*Leather Book Marker*	*Raffia Doll* (Ask children to bring magazines and glass bottles or jars next day.)
Tues. (2nd)	*Tracing, Cutting and Coloring* animals and birds (or choice of children.)	*Cutting and Pasting* Cutting out pictures of house furnishings and pasting on wallpaper background to make "furnished rooms." (Ask children to bring cellophane next day.)	*Leather Billfold* (Ask boys to bring pieces of thin wood from fruit crates next day.)	*Vases*— Covering glass bottles or jar with bits of colored paper. (Ask girls to bring pieces of inner tube next day.)
Wed. (3rd)	*Cutting, Folding, Pasting Lanterns,* pinwheels and chains (or choice of children.)	*For Boys*—Making hats from strips of folded paper using the design popularized in cellophane belts. *For Girls*—Cellophane belts (Ask boys and girls to bring glass bottles or jars from home next day.)	*Sawing* (with coping saw) picture puzzles.	*Cutting and Sewing* rubber dolls.
Thurs. (4th)	*Cutting, Folding, Pasting,* Indian hats, soldier hats (or choice of children.)	*Covering with Asbestos*— Covering glass bottles or jars and painting them for use as vases. (Ask children to bring string from home next day.)	*Modeling*	*Asbestos* (For Boys and Girls) Making heads, ash trays, reliefs.
Fri. (5th)	*Cutting, Folding, Pasting,* airplanes, envelopes, (or choice of children).	*Wrapping and Tying*—Hot dish mat using string brought from home.	*Raffia and Reed Baskets* (For Boys and Girls) Making Indian baskets, wrapping raffia around reed.	
Sat. (6th)	As Friday but making cornucopias and baskets (or choice of children).	*Napkin Rings*—Wrapping cardboard rings (sections cut from cardboard roll inside roll of toilet paper) with raffia.	Continue Friday's activity.	

Using the lists of activities suggested, the teacher can easily complete the programs outlined making them extend over one or two months or even longer, depending upon how often the groups engage in the activity.

It will be noted in the programs suggested that arrangements are made by the teacher to have materials brought from home so that they will be available on the day they are to be used. Some attempt has also been made (in so far as this is possible within the short span of a week's program) to increase the difficulty of the activities as the week progresses. Because the administration of the asbestos involves more difficulties than do many other materials, projects in this material are scheduled for both the intermediate and advanced groups on the same day, thus saving time. The projects for each group are, however, different, those for the intermediates being less difficult than those outlined for the advanced children. Because boys and girls are equally interested in some projects, samples of these are included. (See those for advanced group on Thursday and

(Continued on page 157)

A Community Council Goes Into Action

By LOIS E. MCGREGOR
Field Secretary
Pittsburgh Community Council

Much good is resulting from the efforts of Recreation Committees of Councils of Social Agencies, Community Councils and similar groups, to bring to bear on the problem of the need of the unemployed for something more than food and shelter, all the resources of the community. The account of the way in which the community Council of one city went to work, and the methods it used, will be of interest to other communities.

WHEN THE Pittsburgh Community Council was organized in February, 1932, the proper use of leisure time was considered of such community value that each of the nineteen local community councils appointed a standing committee on recreation. The chairman of these local committees, under the leadership of Sidney A. Teller, formed a city-wide Recreation Committee. During the spring this committee secured forty-four recreation leaders through the work relief program of the Allegheny County Emergency Association. Under the guidance of some existing settlement or other group work agency, these leaders were engaged in the supervision of extension work for unemployed adults. From February 8th to July 2, 1932, they provided leadership in leisure time activities for over 2,000 persons daily.

In the fall it was decided to enlarge the work of the Recreation Committee. The first step was the creation of a Steering Committee to serve as an advisory body for the city-wide committee and for each of the local committees. The membership of this committee included W. C. Batchelor of the Municipal Bureau of Recreation, Ralph Munn of the Carnegie Library, A. Benson of the Boy Scouts, and other interested citizens of Pittsburgh. Clarence E. Lott was appointed chairman of this steering committee and was also asked to serve as chairman for the city-wide committee.

The Steering Committee was broken up into three sub-committees: the Locations Committee, Equipment Committee, and Personnel and Program Committee.

The local committees were encouraged to become more active in their own districts and as a means to this end the field secretary of the Community Council assisted in their enlargement. In every neighborhood the committee attempted to include in its membership two representatives from each church, two representatives from each fraternal organization, two from each civic body, and at least five members at large or interested citizens having no particular affiliation.

And Then They Went to Work!

At the time of their reorganization these committees discussed the recreational situation in their own neighborhoods. The first project of each group was to make a survey of the existing facilities for leisure time activities. As a result of this study, each committee knew which group or groups lacked adequate opportunities for recreation. All of the committees confined themselves more or less to adults as it was felt that the unemployed were in much greater need of a morale-building program than school children. Recreation for children was not deemed unimportant, but the committee believed that the young people were receiving at last a minimum of this work in connection with their school program. The older boys and girls who had finished school and who had never had an opportunity to work, the family man who was accustomed to regular work habits and who was now unemployed, and the housewife with all the cares and economic worries of her family, were the ones the committees felt they should help.

What sort of program would appeal to these groups? In most districts the committee found the answer to its problem in an informal clubroom or community center. One or more rooms were equipped with tables, chairs, games of all sorts, jig saw puzzles, magazines and books. To this club room the older boys and the men could come for companionship. Instead of standing on street corners engaged in morbid conversation concerning the depression, they gathered in the club room to play checkers, pool, ping-pong or parchesi, to solve a jig saw puzzle, to read some current magazine or good

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book, or just to sit and chat. Men tired of staying at home, and wives weary of men folk underfoot, all benefited by this arrangement.

From the small club room grew many things. Under the guidance of the volunteer leader, study groups were formed. One or two afternoons a week were given over to girls and women who formed their own clubs. Mush ball leagues were started. Vacant lots were secured for outdoor playgrounds. "Naborhood nites" or mass entertainments were planned and carried out. The activity initiated by the local committee was like a small snowball which the community council secretary set to rolling. The local committee got behind it and began to push, and as time went on the activities gained tremendously in momentum and size. Just as any snowball gathers some sticks and stones, so the programs of the committee were not alway perfect, but they were moving! Committees learned by experience and when any one project failed, they turned to another.

"Play is active. All the connotations of the word suggest the idea of movement. The word 'amuse' might be analyzed etymologically as signifying 'away from musing,' coming out of one's self. Even stronger in this sense is the word 'distract,' to draw away, or 'divert,' to turn away. Play is an alternative for those lazy entertainments which find us idle and leave us passive, since it gives us something we can do or make to exercise our faculties and cause us to experience that glorious sense of achievement." *Earnest Elmo Calkins* **in *The Lost Art of Play* published in the *Atlantic Monthly*, April.**

As the needs in each district differed, so the programs planned and executed were varied, offering a great variety of interests to people of all ages. Centers ranged in size from small basement rooms to large eight room buildings. Some were open each day from nine o'clock in the morning until ten o'clock at night; others were open only in the afternoon and evenings, and still others only one or two nights a week. Some had one or two leaders while others had a staff of as many as sixty volunteers. In some neighborhoods centers had very simple programs consisting only of informal games and free use of the library, while others had comprehensive and well-rounded programs.

A Typical Program

One center, the Beechview Community Center, was housed in an old school building and put its different rooms to the following uses:

1. Library
   - *(a)* Free use of magazines and books.
   - *(b)* Current events clubs.
   - *(c)* Story hour for youngsters once a week with story acting.
   - *(d)* Planned course of reading.
2. Game Rooms
   - *(a)* Free use of ping-pong tables, pool tables, checker games.
   - *(b)* Tournaments — ping-pong, pool and others.
3. Gymnasium Classes
   - *(a)* Classes in basketball, volley ball, tap dancing, social dancing, boxing, exercises, calisthenics for girls, women, boys and men.
4. Social Rooms
   - *(a)* Informal use of meeting rooms.
   - *(b)* Mixed dramatic clubs.
   - *(c)* Mixed social clubs — married couples' club, young peoples' club and others.
5. Classrooms
   - *(a)* Handcraft classes of all sorts—hooked rug making, whittling, soap carving, woodwork.
   - *(b)* Vocational classes — shorthand, typewriting, public speaking, elementary electricity, salesmanship.

The successful completion of any one district's program entailed a great deal of effort on the part of the committee. In large districts committees had as many as thirty members, and in small neighborhoods two or three persons might constitute a committee. In most cases the local committee divided itself into sub-committees in the same manner as had the Steering Committee.

Committee Activities

The Locations Committee handled the problem of rooms. Space was borrowed for community centers in whatever buildings were available. Church basements, school buildings and vacant store rooms were used. Even old garages were transformed and equipped. If a building was in need of repairs—and many of them were—the unemployed men of the neighborhood furnished the labor necessary for reconditioning the buildings.

Jig saw puzzles, magazines, books quiet games and all sorts of recreation materials were collected by the Equipment Committee. In April the Steering Committee conducted a city-wide campaign for recreation equipment. For three weeks there was publicity in the newspapers concerning the work of the community centers, including an appeal for any material which might be used in these centers. Many housewives in the

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midst of their spring cleaning answered this appeal and as a result, the Community Council collected 50 victrolas, 2,000 records, 10 pianos, 4 pool tables, 5 ping-pong tables, 500 jig saw puzzles, 2,000 books, 15,000 magazines, 10 davenports, 50 chairs, 5 desks, 20 tables, and an odd and varied assortment of games such as checkers, dominoes, lotto, flinch, crokinole and indoor golf. This material was distributed to the local committees which were unable to collect a sufficient quantity in their own neighborhood.

The Personnel-Program Committees planned programs to be followed and secured volunteer leadership to supervise activities. To aid these committees a city-wide leadership course was held to give the volunteer leaders more of a background and appreciation of the work which they were doing. For three evenings more than 300 volunteers met in the downtown Y.M.C.A. under the auspices of the Group Work Division of the Federation of Social Agencies. Speakers of general interest were scheduled for each evening. The group was later divided into special interest groups; all the volunteers interested in music met with one leader and all those interested in handcraft met with another. Other groups were planned for leaders interested in reading rooms, game rooms, social games and dramatics.

In remarkably few committees did the question of finance become a disconcerting one. Many of the committees had no expenses to meet. The rooms used were loaned, the equipment was donated, and the supervision and leadership were given by volunteers. In a few cases, however, the problem of light and heat had to be faced, as well as the matter of repairs to the buildings occupied. To meet such expenses local committees conducted benefit shows, dances or card parties. These were exceptional rather than the rule and were resorted to only where absolutely necessary. The Steering Committee set up a small revolving fund from which local committees could borrow until they were able to meet their expenses. This was especially helpful in buying lumber and other materials to recondition a building for a new center.

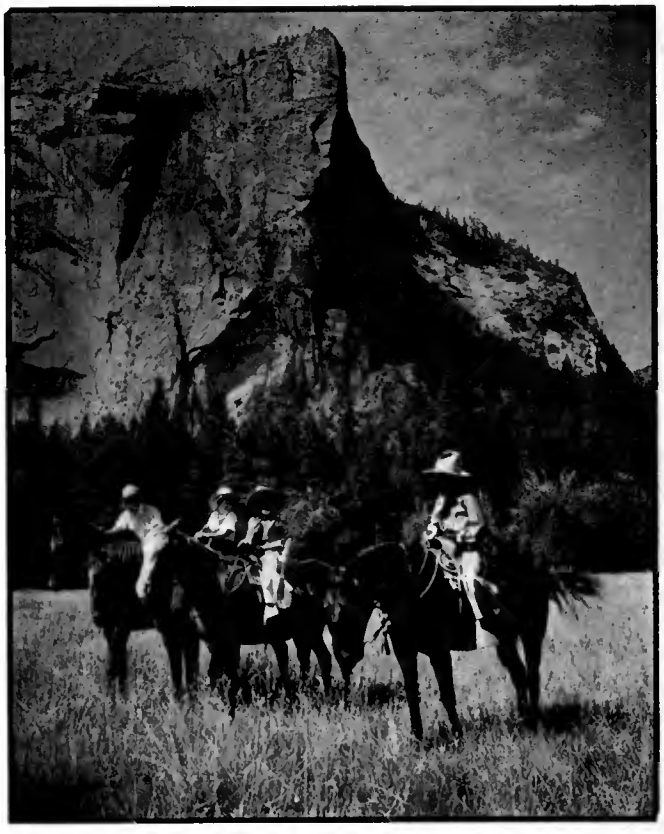
As an outgrowth of the daily program the various committees began to ask for neighborhood nights or mass entertainments. These entertainments were planned and carried through by the Local Committees. Programs consisted mostly of local talent—plays by dramatic groups which had been meeting in the centers, concerts by glee clubs and solos by individual singers and dancers. Some districts held neighborhood nights once a week and others but once a month. Sometimes these meetings, in cooperation with the Health Committee of the Council, took a more serious turn and health programs were presented. Some committees had special programs for Hallowe'en, Christmas and other holidays. To assist with these "Naborhood Nite" programs, the Steering Committee developed an entertainment file which could be called upon for special acts—magicians, orchestras and other worth while features.

Pointing out that unemployed hours need not be empty hours and realizing that as a nation we will have more and more leisure time, the Pittsburgh Community Council has adopted for its Recreation Committee the slogan, "Your Spare Time Is Yours—Make It Show a Profit." By bringing together agencies and individuals interested in leisure time activities, local committees have been able to coordinate and enlarge the program and use of existing facilities, and to establish new centers where necessary. No one committee has made a perfect thing of every project, but each has had enough successes to prove that leisure time can show a profit. As a result of their work 75 new centers now serve from 6,000 to 10,000 persons weekly. Recreation, to these committees and to the groups which they serve, has come to mean not merely play for children, but a very real and worth while re-reation for adults.

"As the poet says, we want to mold the world 'nearer to the heart's desire.' But what is the heart's desire? There is not much good in molding the world unless we have a clear idea of our goal, what we are really after, what is our heart's desire. Is it quantity? Is it a suffocating mass of commodities for the world to use? Or is it quality? Is it a nice balance of human affairs and enjoyments and satisfactions? Is it getting all we can today and not bothering about the happiness and stability of society tomorrow? Or is it a blissful tomorrow bought at a great price today? Or is it a nice balance between them? Does it admit of moral and artistic and spiritual judgments, or is it just one mad rush for the comforts of today? We must know what the heart's desire is before we can even make a good approach shot to it."—*Sir Josiah Stamp,* G.B.E., LL.D., D.Sc.

Junior Recreation in the Yosemite National Park

A plan with a sure guarantee of vacation fun for both parents and children



Courtesy Yosemite Park and Curry Company

By DOROTHY BOARDMAN

Junior Recreational Director
Yosemite Park and Curry Company

PARENTS visiting the Yosemite National Park with their children are finding the Junior Recreation Department a great boon in helping them enjoy a carefree vacation. For this department is organizing recreation activities for the children, keeping them busy and happy, and providing a special camp with a supervisor in charge to care for the younger children.

The service, which is entirely free except for special trips involving expense, is given children between nine and thirteen years of age. A weekly program is posted on all bulletin boards with activities scheduled for every morning, afternoon and two evenings a week. The program is planned in such a way that after a strenuous morning the children will have an afternoon of quiet games or handcraft. Here is a typical weekly program:

Saturday, July 23rd—Morning, 7:30 A. M.—Breakfast ride; Afternoon, 1:30 P. M.—Handicraft class; Evening, 7:30 P. M.—Marshmallow roast.

Sunday, July 24th—Morning, 10:00 A. M.—Swimming at Camp Curry Pool; Afternoon, 1:30 P.M.—Games.

Monday, July 25th—Morning, 9:00 A. M.—Half day hike; Afternoon, 1:30 P. M.—Handicraft.

Tuesday, July 26th—Morning, 7:30 A. M.—Breakfast hike; 11:30 A. M.—Story hour; Afternoon, 2:00 P. M.—Monthly swimming meet.

Wednesday, July 27th—Morning, 9:00 A. M.—All day burro picnic.

Thursday, July 28th—Morning, 9:00 A. M.—Novelty track meet; Afternoon, 5:00 P. M.—Supper hike.

Friday, July 29th—Morning, 9:00 A. M.—All day burro picnic or for those not fortunuate enough to go—10:00 A. M.—Nature study hike; Afternoon, 1:30 P. M.—Games.

In 1931, when the program was initiated, the activities consisted of handcraft classes, half day hikes, all day hikes, games, treasure hunts, breakfast hikes and rides, story hours, marshmallow and weiner roasts, and swimming parties. The high light of the summer was a children's rodeo. In preparation for this the children practised games on horseback under the direction of a riding instructor. There were also foot and novelty races as well. So successful was the rodeo that it was repeated in the summer of 1932 and will be a yearly event.

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At the end of the season it was decided to try out an all day burro picnic. The children were so delighted with it that it was necessary to conduct another the following day to take care of the overflow. These picnics continued three times a week during the summer of 1932. The children left the stables at 9:00 A. M. with lunches and bathing suits in their saddle bags, a guide and the recreation director bringing up the rear. They rode for about an hour and a half to a spot on the Merced River where there is a good bathing beach, donned bathing suits for a swim before lunch, and afterward enjoyed games and stories. Then a two hour ride home, tired but happy.

Courtesy Yosemite Park and Curry Company

A popular part of the program of the games played in front of the club house.

During the summer of 1931, 2,579 children participated in the various activities. In 1932 some new and interesting ideas were worked out. We organized the Grizzly Club—the name "Grizzly" was taken from Yosemite meaning "Grizzly bear." A little long house served as our club house, and here we keep our box of handcraft tools for use in the big open space in front of the club house, where handcraft classes are held and games played. The house is the meeting and starting place for all activities. Just above the building is an old ruin with an open fireplace where marshmallow and weiner roasts are held twice a week. Every child automatically becomes a member of the club after taking part in three activities. There are no entrance fees and no dues.

A point system has helped maintain the children's interest. On entering a club each child is given a little "Grizzly Club" booklet in which he keeps track of the activities in which he takes part and the points won for participating. When a child has accumulated 100 points he receives a pin; for 250 points he is given a medal similar to the pin but larger and suspended on a green and gold ribbon, the club colors.

Another innovation in the 1932 system was the monthly birthday parties. Every child who had a birthday during the month was invited to a birthday party where there were games, favors, and a birthday cake. It was a happy child whose birthday occurred in the summer.

The handcraft articles made by the children from the natural materials found in the Yosemite were displayed in a glass case. They included birds made of pine cones and acorns; pine needle baskets;

(Continued on page 158)

Nothing has a greater appeal for the children than the daily ride.

Courtesy Yosemite Park and Curry Company

World at Play

A Playground Book-Plate

THE JAMES BARRIE PLAYGROUND of Oak Park, Illinois, is the proud possessor of a book-plate especially designed for its library by Carl Junge of Oak Park, well known book-plate maker. In harmony with the brilliant Peter Pan murals that adorn the panels of the shelter's attractive meeting place, Mr. Junge, in collaboration with Mr. Meyers, chose the Kensington Garden Peter Pan for his central figure.

The book-plate was presented at a special ceremony held in the shelter house of the playground when Dudley C. Meyers, Commissioner of Public Works, who is both a playground and book-plate enthusiast, told the children some interesting facts about book-plates.

The James Barrie Playground is the second of Oak Park's play centers to become the possessor of such a plate, Eugene Field having the first, also made by Mr. Junge with Mr. Meyers as the donor.

An Aquatic Conference

THE SECOND annual aquatic conference of Southern California was held under the auspices of the Recreation Commission of Long Beach and sponsored by the Public Beach Coordination Committee of Southern California. At this conference, which was held on February 27th, such subjects were discussed as water safety, recreation in the water, recreation of the water, yachting and boating, promotion of school and college aquatic programs, medical aspects of swimming, and new pool construction.

A Wading Pool At Low Cost

TEMISCAMING, a small community in Quebec, Canada, has a central organization known as the Temiscaming Athletic Association which is in charge of all sports. The efforts of the association during the past year have been directed at securing a wading pool which is now an accomplished fact. It was constructed from funds contributed by private individuals and sporting clubs in the community. People out of employment contributed their labor or accepted a nominal wage so that the entire cost of the pool did not exceed $700 in cash. The pool, built of concrete, is 50 feet in diameter with a maximum depth of 29 inches at the center and 15 inches at the edge. It is beautifully located in a forest.

An Anniversary Celebration

FROM MARCH 13th to 17th the Portola Recreation Center of San Francisco, California, operating under the auspices of the Recreation Commission, celebrated its second anniversary week. Portola Center was erected on the Portola Playground Field during the year of 1930 and was completed in January, 1931. Since its dedication on March 14, 1931, the center has had a steady growth until today there are twenty-five organizations of men, women, boys and girls meeting in the building and making use of the facilities offered. The anniversary celebration included banquets and receptions given by the various clubs, music, dramatic features, dancing, exhibition basketball games and similar activities.

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Detroit Women at Play—In spite of the bank holiday and the depression, the eleventh annual demonstration of women's activities was conducted on March 11th by the Detroit, Michigan, Department of Recreation. Seven hundred and fifty women, representing thirty-four centers, took part in a most successful event, while approximately 9,000 people were present as spectators. The demonstration took the form of a pageant of which music and dancing were features, as well as mass games and drills.

Play for Earthquake Sufferers—Miss Frances Cramer of Long Beach, California, subscriber to RECREATION, writes: "Your letter of March 10th (a renewal notification) found us living in our back yard and cooking over an open fire. Now that the earthquake is over and things are returning to normal, I will get my renewal to the RECREATION Magazine on its way.

"After the earthquake many of the families in Long Beach were temporarily or permanently homeless. These people were housed in tents in our parks. The workers from the Recreation Department organized programs of recreational activities for the children and adults at the various parks. Ten playgrounds have now been opened. These are supervised by volunteer workers. We cannot open more of the school grounds at present because of the dangerous condition of the school buildings. In many cases the playground equipment was buried in the debris The Los Angeles Playground Department has been very generous and has loaned the Long Beach Department equipment to carry on with during this time of emergency. The playgrounds are vitally essential now of all times, for the school children are at a loss to know what to do with their unexpected vacation."

From the Los Angeles Playground and Recreation Department comes word that music, motion pictures and other entertainment were arranged for the earthquake sufferers. Gypsy story tellers put on story hours at the various camps.

Training Schools in Nature Activities—This year "The Allens," beautifully located in the Hudson River valley, New York State, will be the headquarters of two nature training schools to be held June 17th to 30th and July 2nd to 16th The Coordinating Council of Nature Activities will cooperate with Mr. and Mrs. Allen in this project. The instruction, which will consist of in-

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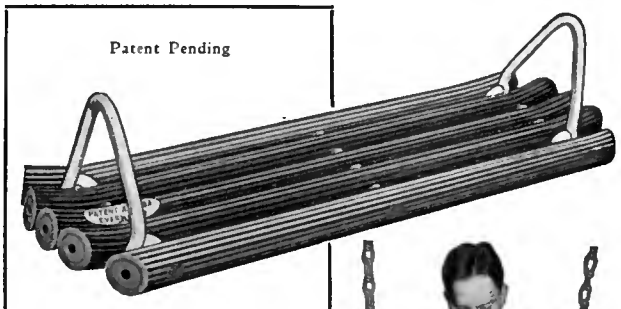

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formal field and discussion groups, is planned to meet the need of nature counsellors, science teachers and professional business men and women who enjoy an opportunity to enrich their understanding and appreciation of nature under the direction of recognized leaders.

Cleaning Out the Attic—A thorough house cleaning of the attic of the Worcester, Massachusetts, Girls Club has resulted in the securing of a play room for younger girls. In the last few months more girls than ever before have been crowding to the club house and space was at a premium. Someone had the happy idea of turning the attic into a play room. The Mayor's Relief Committee came to the rescue by putting unemployed men on the job of cleaning out and decorating the attic. A group of women gave a series of bridge parties the proceeds of which were used to purchase tables, benches and games constructed at the boys' trade school. Other gifts began to arrive in the form of games, books and articles of various kinds. There is a window seat full of costumes for dressing up. A small portion of the relief funds was used to place leaders in the game room for two days a week. On Thursdays and Fridays the game room is used by the marionette and dramatic study clubs. On Saturdays it is open to any club member as part of the regular club program. The room is also used by employed girls of the senior club on Monday, Wednesday and Thursday evenings and the high school girls' club on Friday evenings.

88 Successful Play Activities

- A complete revision of the booklet which has been proving so practical for a number of years.
- Many new activities have been added. Of special interest to the play leader are chapters on *Sidewalk Games* and *Home Equipment Games* never before included.
- A section on Tournaments gives full directions for a number of contests.
- Other chapters deal with *Music* and *Drama, Shows* and *Exhibits, Nature Play* and *Winter Sports.*

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NATIONAL RECREATION ASSOCIATION
315 FOURTH AVENUE NEW YORK CITY

Volunteer Services in Omaha — The volunteers who are helping in the social recreation program in Omaha, Nebraska, are having a busy time. On December 2nd the report of the Recreation Committee was "23 centers, 33 parties and an attendance of almost 5,000 since October 12th." Calls have been received for men's parties, fatherless boys, father and son nights, and a number of women's meetings of various kinds. Once a week a group of volunteers, consisting of six or seven women and five or six men, go to the Salvation Army shelter and conduct games for approximately 650 men, who greatly enjoy the programs. Twenty-eight handcraft classes of two hours each are being conducted by six volunteers at the Unemployed Married Men's Council.

To Stamp Out Juvenile Delinquency — Through a cooperative plan worked out by the Juvenile Research Council of Los Angeles, city and county police and juvenile correction officials have joined hands with the Los Angeles Department of Playground and Recreation, city schools, welfare agencies and similar organizations dealing with children, in an effort to stamp out delinquency wherever possible by substituting constructive play for harmful activities. As an illustration of the work being done, sixty boys of south Los Angeles who had proven particularly troublesome to the police, were gathered together in a junior baseball league by the Recreation Department. They are no longer a police problem. Similarly, a group of boys whose activities were leading them in the direction of the penitentiary have been introduced to municipal playgrounds and given activities to provide an outlet for their energy.

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Puppet Clubs in Irvington—Girls over eleven years of age may be members of the puppet clubs organized by the Department of Public Recreation on the plagrounds of Irvington, New Jersey. The clubs elect a master craftsman (president) and scribe (secretary), draw up a constitution and select a play. The characters are listed and members volunteer to make various characters and puppet controls. They then practice the maniuplation of puppets and begin work on the play.

Aid in the Handcraft Program — Near the Public Library in Boston, a new organization has sprung into being to meet the needs of people engaged in craft work of every nature — metal, wood, leather, and countless other materials.

Fellowcrafters, Inc. helps playgrounds, schools, camps, groups, hospitals, all workers engaged in Occupational Therapy, shut-ins, professional craftsmen, and individuals who seek to create useful and beautiful objects.

At the recent craft exhibit at New York University, one hundred and fifty simple projects were displayed, the materials for many of them costing between two and fifteen cents each. Such projects fit into today's needs, especially with playgrounds, 4-H clubs, settlements, and hospitals. Anyone desiring further information might well write to Fellowcrafters, Inc., No. 739 Boylston Street, Boston, for their new list of money saving vacation projects.

A City-Wide Contest for Better Back Yards

(Continued from page 119)

safety. A pet house for the housing of rabbits squirrels, or other small animals gives contact with natural life, which all children desire. Kites and stilts and similar activities will always hold their charm for both boys and girls.

A playhouse of larger dimensions than the doll house for the tiny tots opens up unlimited opportunity for expression in those activities that train for household responsibilities later in life. One ingenious father built such equipment from the body of an old discarded sedan automobile. A very picturesque little cabin was built by surrounding the body placed upon the ground with cobblestones built up to the base of the window.

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A rustic roof was installed covered with shingles. An imitation chimney and a little porch covered with vines added to the attractiveness of the little house. The front seat was turned around to face the back, and the interior proved to be so comfortable that mother transported her bridge foursome to this location on many occasions.

Where Do the Grown Folks Come In?

The problem of recreation for adult members of the household might at first be thought a very difficult one, but it is not hard to solve. To begin with, all parents are intensely interested in the play life of their children and will find the making of equipment, and the direction of activities a great source of relaxation. In the space set aside for paddle tennis and volley ball, both activities in which adults may engage with great benefit, the much ridiculed game of croquet may easily be provided for. Equipment for this game may be readily made by father at his work bench, where innumerable pieces of play equipment for all members of the family may be constructed. Someone asks, "Why not hang the volley ball net on the clothes line," and many ingenious parents have found this a very practical suggestion. And then, of course, father likes his game of golf, and he can find opportunity for improving his game by installing a driving net in the garage and a miniature nine-hole putting course installed in the nooks and crannies of the front and rear yards. Annually he brings out his fishing tackle for an excursion into the mountains. Why not improve his technique in fly casting by occasional practice in the back yard? Other possibilities will be found in bowling down the driveway with pins set in the rear of the garage, or bowling upon the green. Squash, Doug, tether ball and similar activities are all feasible. The pergola, the arbor, the lawn swing, all of which may be constructed by the man of the house, will provide the setting for many enjoyable hours.

Notable Swimming Pools and Guide To Equipment and Supplies

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Contains, among other material, the Rules, Laws and Regulations of the various States and some cities. The Regulations were compiled by the Sanitary Engineering Department of the State of Illinois.

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Many Values Are Involved

The suggestions offered are merely an indication of the many different ways in which back yard playgrounds can be made into ideal recreation centers in which the entire family may find enjoyment. In addition to the recreational value to be derived from the back yard playground, there is the social benefit arising from the fact that such a playground tends to keep the family together and to center their interests in the home. The slogan adopted for the Los Angeles back yard and playground contest was, "The Family That Plays Together, Stays Together," and as the contest developed and judges were brought into contact with many different types of entries, the truth of this slogan became more firmly established.

The Flower Market Tot Lot Playground

(Continued from page 125)

followed the plan of visiting the homes of the youthful pugilists and securing parental coopera-

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tion. Each day in coming to the playground I walked through a different street so that I could give safe escort to the playground to children from other streets. I took the children from the playground on foraging trips for scrap wood, pasteboard boxes and other handcraft material, and I made it a habit to stop and talk with strange children in an effort to break down group antagonism.

The street shower attached to the fire plug on sizzling hot days helped the children to forget their differences and to unite in one common cause, that of keeping cool. The showers became street beaches with the street shut off temporarily from traffic. Here was a wonderful opportunity for every child to learn how to be a leader and a "boss." There was always a pell mell rush to see who could get the street barriers and spray fastened first. Then indeed we needed the wisdom of a Solomon to decide who should be the grand child of Jupiter Pluvius to preside over the gushing geyser! Naturally the best helper at all times was selected, but sometimes we reversed our decision and picked the greatest offenders in order to bring them in line.

As the weeks went by more girls and boys began to come to the ground and stay most of the day. They were very helpful in all the activities, especially in watching over smaller children or carrying projects to completion. Music at our assembly and singing games also built up a spirit of good-will toward the ground. The smaller children liked the games this year because they now had a fair basic knowledge of how to play.

We had a particularly hard time getting one corner of our ground looking well because the wall was partly knocked down and plaster continually oozed out on the ground in a heap. Finally we gathered enough scrap lumber from furniture and fish boxes to construct shelves, back them up, and place this bookcase in the hole on the side of the empty store. Old magazines, books or funny papers donated by visitors, leaders and children were plentifully used. And here was offered another opportunity to teach responsibility and property rights. Someone had to be in charge of the library; someone brought out the books and kept them in order, and someone had to sign the literature in and out.

Out of this library corner grew the famous "visitors' book." We have in it the names of recreation workers from many cities, a South American president and his wife, board members

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Journal of Physical Education

347 MADISON AVENUE
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and educational leaders. The children were always on the lookout to see that the visitors signed the register. We began to see the first indication of a breakdown in the suspicious attitude toward outsiders. The boys, however, still enjoyed gang play most and their desire to work with us was not yet sufficient strong, so we decided to place a further age limit, making it eight years and under for next year. On occasional visits to adjoining streets we still noticed many small children who never came to our playground and were not reached by our service.

At the conclusion of the second year's work we decided to find some means of giving wider publicity to the playground as well as to discover some activity which would combat the destructive instinct of the boys, while we gave special attention to the little ones.

NOTE: The story of the Tot Lot Playground will be continued in the July issue of RECREATION.

Planning the Picnic Playgrounds

(Continued from page 129)

picnic areas of this kind is a considerable number of shelters of the type of the Adirondack shelter of a size to shelter a family or other small group. On the open side of this type of shelter and directly in front is placed a small oven or open grate. This arrangement permits picnicking to be carried on even in the most inclement weather and from early spring until late in the fall or winter.

Open spaces for organized games are not an essential requirement in connection with this type of picnic ground nor is it absolutely essential that special provisions be made for the play of the children, although at the large centers a few simple pieces of apparatus scattered here and there would no doubt be greatly enjoyed by the children.

These picnic places may be located at various places, on the banks of streams, shores of bodies of water, at clumps of trees in otherwise open fields, in small groves of trees along parkways or motor highways, on high points presenting good views, in the recesses of woodlands or in secluded valleys, although for the larger places the space requirements are practically the same as for the space designed for the large organized picnic, except, possibly, for the open field.

General Comments

All picnic places should have a name or number, and there should be plan maps showing the location of each and the roadways or trails leading to them. Organized picnic grounds should be handled through a permit system and as a rule on the principle, first come, first served. With respect to the small group type of ground, unless the demand for space requires it the permit system is hardly necessary. It is desirable that family and small group picnicking be hampered as little as possible by official red tape.

In addition to the maps mentioned above, which are primarily for the guidance of the people, attractive signs at the entrance of the principal picnic grounds and directing signs along the roadways would be very helpful.

The policing of picnic grounds in the sense of clearing up rubbish and debris is always a troublesome problem. Every picnic ground should be liberally supplied with waste cans and with signs posted requesting picnickers to deposit papers, pieces of food and other debris in the cans. They will usually pay little attention to either the signs or the cans, but they should have the opportunity

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to be decent and neat in the use of the grounds. A few park authorities encourage neatness by requiring a deposit ranging from $1.00 to $5.00, depending on the size of the ground used and the number of picnickers. If the grounds are left as neat and orderly as they were when the picnickers came the deposit is returned; if not, the deposit is retained to pay for the cost of policing.

A Self-Supporting Circus

(Continued from page 133)

groups of two with spaces of 6 feet between each group. The rings with sides 2 feet high are surrounded with red, white and blue bunting. One side is open to allow the performers to enter and leave. The property list for construction contains frames, crepe paper, tacks, thumb tacks, hammers, wrapping paper, heavy ropes, ticket boxes, laths, paper bags, wire, bunting, nails and signs.

The End of a Perfect Day

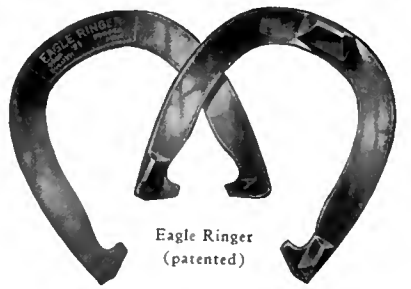
At 5:00 P. M. the siren announces that the day's fun is ended. Immediately demobilization of the booths begins. Everything of value is salvaged and checked into the property room. Anything that could possibly be used for another circus is saved. In an hour's time all that remains on the field is debris from the biggest day of the summer program. The field is cleaned the following day by men from the welfare agency. The money is collected, counted, and the bills paid.

Another circus comes to an end, and 50 play leaders, 300 performers, 150 "joy zone" workers, and an audience of 6,000 people have had one glorious day!

Planning the Handcraft Program

(Continued from page 144)

those for intermediate and for advanced groups on Friday.) It is expected, of course, that the first time the teacher makes and follows such a program she will experience difficulties. After some experience she will find some projects more difficult than others and some more interesting than others. Accordingly she will modify her program by shifting the activities to more suitable times. Many times the availability of supplies or even the development of "crazes," such as the cellophane belts, will make it advisable to



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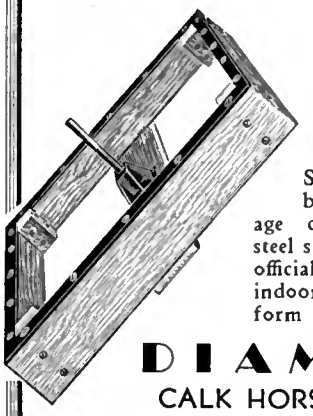

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- A publication of interest to all individuals and groups concerned with keeping up the morale of the unemployed.
- The booklet tells what a number of community groups are doing to meet the problem, how buildings of all kinds are being used as recreation centers, and describes the activities conducted. Plans for organization are suggested and information given regarding the made work program through which many cities are increasing their recreation facilities.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, April, 1933.
The Game of Squash Racquets.
Recreational and Park Features at Century of Progress.

The Journal of Health and Physical Education, May, 1933.
Training Courses for Camp Leadership, by Barbara Ellen Joy.
Producing the Dance Pageant, by Lucile Marsh.
Values in Physical Education, by William Burdick, M.D.
Crew for Girls, by Lillian Schuette.
The Education of the Whole Man, by Otto T. Mallery.
Century of Progress Sports Program, by E. C. Delaporte.

Social Welfare, June, 1933.
Leisure, by Humphrey Baker, M.A.

American Childhood, June, 1933.
The Summer Camp in Child Training, by Dorothy Tyler.

The American City, May, 1933.
Buffalo Develops Its Waterfront.
Janesville Makes Good Use of Leisure Time.
Unemployment Relief Funds Build Grandstand.
To Restore Land Values by Changing Slums into Parks.

Child Study, May-June, 1933.
The Summer Adventure, by J. W. Faust.

PAMPHLETS

Annual Report of the Junior Optimist Clubs of Milwaukee, April 1, 1932 to April 1, 1933.

Activities Program, South Park System, Chicago, Ill., 1933.

29th Annual Report of the Metropolitan Park Commission of the State of Rhode Island and Providence Plantations.

Westchester County's Summer Camps for Boys and Girls. 1933.

Report of Board of Park Commissioners of Wilmington, Del., 1928-1932.

Annual Report of the Playground Board, Village of Oak Park, Ill., 1932.

Health Work and Physical Education
Bulletin, 1932. No. 17. United States Department of the Interior, Office of Education.

The Cataloguing of Children's Books, by Elva S. Smith. American Library Association. Price $.25.

adjust her program to include these. The teacher, if she is sincerely interested in making these activities beneficial as well as interesting to the children, will watch their reactions and progress very closely and adapt her methods as well as her program accordingly.

Lincoln E. Rowley

On May 13th Lincoln E. Rowley, City Clerk of East Orange, New Jersey, and for twenty-five years Secretary of the Board of Recreation Commissioners, died after a three weeks' illness. Mr. Rowley had resigned on April 1st as Secretary of the Board of Recreation Commissioners, because of ill health, and his son, John Rowley, was appointed in his place.

All recreation workers who had the privilege of knowing Mr. Rowley, and many will remember him as one of the most faithful attendants at Recreation Congresses, will recall his devotion to the recreation movement and the joy and satisfaction which his connection with the East Orange recreation program had given him over a long period of years. As Dr. Kingdon, who conducted the services held for Mr. Rowley, so well said: "The City of East Orange will never be able to repay the debt it owes Lincoln Rowley for the beauty and joy he created through the playgrounds and parks made possible through his efforts. We shall never hear the happy voices of children without thinking of him."

Junior Recreation in the Yosemite National Park

(Continued from page 149)

picture frames from yellow pine bark; pin cushions from incense cedar bark, and many interesting and unusual articles.

At the end of the 1932 season, 4,594 children had participated—almost twice as many as took part in the 1931 program.

During the winter the Grizzly Club is being continued, and we are having winter sports for children—snow modeling; games and races on ice skates; fun with skiis and snowshoes; dog team races, and little red and blue cutters drawn by Shetland ponies.

Next summer we shall introduce a children's nature trail to be built by the children under the leadership of a park naturalist, a cowboy chorus, outdoor pageants, and a six day high Sierra trip on the dependable burros which are such devoted friends of the children.

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New Books on Recreation

Time to Live

By Gove Hambidge. Whittlesey House, McGraw-Hill Book Company, New York. $1.50.

DELIGHTFUL adventures in the use of leisure are described here by a man who has made the five hour day his own. He tells his own experience of what time to live really means, of the approach toward a wise use of leisure, of the myriad activities mentally and physical fortifying in which even those who work in offices can indulge. He writes intriguingly of the pleasures of gardening, of country living, of games and sports and handicrafts, and shows how the wise use of leisure can help bring us back to richer living, more generous friendships, and a happier existence generally.

Drama Clubs

By Charles F. Wells. Walter H. Baker Company, Boston. $1.00.

MR. WELLS has performed a very practical service in putting at the disposal of groups of amateurs these step by step suggestions for program materials useful for fun and experience. He tells first of all how to organize drama clubs and then offers a program of dramatic ice-breakers, informal dramatizations, pantomimes, stunts, charades and short, short plays. Prepared by the experience gained in these forms of informal drama, the group is now ready for one act plays. Mr. Wells offers some suggestions for selecting such plays and outlines a number of full evening one act play programs which offer variety, balance and good drama. The long play is next discussed and a list of plays given. The book closes with a drama club program for the year, a number of suggestions for play production and a bibliography.

The amateur director will find this book exceedingly helpful in view of the fact that Mr. Wells not only suggests source material but offers samples of all the various forms of informal dramatization which he suggests.

Two to Six

By Rose H. Alschuler and the Pre-Primary Faculty of the Winnetka, Illinois, Public Schools. William Morrow & Company, New York. $1.50.

THE SUGGESTIONS to parents of young children offered in this practical book contain much that is valuable for the play leader. Particularly is this true of the chapters dealing with Books, Stories and Poetry, Music. A Suggested List of Excursions, and Play Materials—the last an exceedingly practical chapter which lists playthings for each age, appropriate outdoor equipment, and gives suggestions for play. There is also a bibliography for parents. The book is concise and all suggestions, recommendations, lists and bibliographies are the result of thorough experiments by experienced workers in the field of child education.

Creative Expression

Edited for The Progressive Education Association by Gertrude Hartman and Ann Shumaker. The John Day Company, New York. $5.00.

THIS FASCINATING book presents the development of children in art, music, literature and dramatics. Throughout emphasis is placed on the child's own modes of self expression through all the creative arts as opposed to more adult standards of finish and perfection. More than sixty teachers and leaders in the progressive education movement and in the field of various arts have contributed their experiences to this unique book. There are many interesting and beautiful illustrations, many of them the work of the children themselves. Bibliographies add to the value of the book.

An Experiment in Recreation with the Mentally Retarded

By Bertha Schlotter and Margaret Svendsen. Behavior Research Fund, Chicago. $.85 Postpaid.

THIS INTERESTING document reports the findings of a joint project initiated over three years ago by a Lincoln State School and Colony and the Illinois Institute for Juvenile Research under the direction of the State Department of Public Welfare. The monograph describes a practicable program in action which has revolutionized the training of the children in this school. In addition to the principles used in formulating the project, the monograph also contains a theoretical analysis of the structure of games and game lists based upon mental and chronological age. The authors point out that although the observations reported were made on mentally retarded children living in an institution, the knowledge gathered may be utilized in the play programs of the mentally retarded and in the public schools. The report is therefore of interest to recreation workers as well as to educators and workers in institutions.

The game analysis and lists may be secured for 25 cents postpaid.

Fun in Bed

Edited by Frank Scully. Simon & Schuster, New York. $2.00.

THERE WILL BE no days of boredom for the convalescent who includes this book among the tonics guaranteed to bring back health! A feature which will prove a special boon is the section entitled "Games and Gags." Here are games, brain ticklers, novelties and solitaire contests which cannot fail to amuse. There are crossword puzzles, bridge puzzles, word games, mental tests, and other forms of harmless "whoopee" for those "interminable horizontal hours."

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Americans At Play

By Jesse F. Steiner. McGraw-Hill Book Company, New York. $2.50.

Recent trends in recreation and leisure time activities are traced in this book, one of the series of monographs prepared under the direction of the President's Committee on Social Trends in the United States. For the purposes of this study emphasis was placed primarily upon parks and playgrounds, competitive sports and games, commercial amusements, leisure time clubs and associations, pleasure travel and the varied activities associated with outdoor vacation life. Consideration has not been given to the intellectual and cultural leisure time pursuits. In spite of limitations in scope, the author has been able to present a fairly adequate picture of the more important recreational trends during recent years.

A Handbook of Acting

Based on the New Pantomime, by Madame Eva Alberti. Samuel French, New York City. $2.00.

This new and valuable book on acting has an advantage over many such publications in that it is so readable that the layman can study it with understanding and pleasure. It does not make him feel that acting is a difficult, obscure art, of so highly technical a nature that it must be left to others more gifted than himself, but it explains the technique so simply and so invitingly that it stimulates interest and confidence while it instructs. Perhaps this is due to the particular viewpoint of the writer. Acting is such a many-sided business that practically every director looks at it from a different angle. One director may feel that in the voice alone lies the magic something that turns one into another creature; another advocates complete understanding of the character, which brings it proper attitude of the body and of its own force puts the voice where it belongs.

Madame Alberti, recognized as one of the foremost teachers of expression, has had years of experience in teaching the art of pantomime and so approaches acting from that side. Since skillful pantomime is probably the amateur's knottiest problem, this book by one of the foremost authorities in the field is of special interest.

Often there is only a hair's breadth between the acting of the professional and the amateur. And almost invariably that difference lies in the professional actor's ability to handle his body, to fuse the emotion with the gesture so accurately that the illusion of the character is perfect. Madame Alberti recognizes pantomime as the basis of acting and it is upon the new, free pantomime, not the old conventionalised gesturing, that she bases her book. An inexperienced actor or director could not fail to obtain much that is of real value by studying and applying the technique which the writer has used during the years of her eminently successful career as a teacher of acting.

"Kit" 33

Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

"Kit" 33 is a Game Number which recreation workers will want to secure. In addition to the games, there are a number of puzzles which will be welcomed by all who indulge in this form of "indoor sport." There are almost sixty games and puzzles in this compact little aid to social recreationalists.

Rural Adult Education

By Benson Y. Landis and John D. Willard. The Macmillan Company, New York. $1.75.

This book is particularly significant in view of the fact that for the first time we are given a complete account of the important adult education programs which are affecting the 53,000,000 inhabitants of rural districts in the United States. The book gives the results of the findings of a national study on rural adult education carried on since 1928 by the American Association for Adult Education and describes in detail the many influences for adult education in rural districts. Recreation workers will be particularly interested in the chapter on cultural arts which tells of developments in amateur dramatics and music, art extension, landscape improvement and in the rural recreation program through which the National Recreation Association is giving special service to rural groups. A valuable bibliography is offered.

Twice 55—Part Songs for Boys

The Orange Book. Compiled and edited by Peter W. Dykema. C. C. Birchard & Company, Boston, Mass. $.50.

This collection seeks to meet the problem of finding music for the changing voices of adolescent boys. The fact that the collection represents a wide variety in range is due to the fact that a number of new songs have been written and new arrangements made for others which were selected for their adaptability to the necessary limitations of range, as well as for their merit and interest.

Recreational Projects For Civic Clubs

Department of Municipal Recreation. Board of Park Commissioners, Evansville, Indiana. $.50.

A mimegraphed bulletin of thirty-one pages containing suggestions for conducting athletic leagues and tournaments of various kinds, for special day and holiday celebrations and similar events, picnics and progressive game parties and other social gatherings. The use of school buildings, sportsmanship programs and many other subjects of interest to recreation workers are discussed.

Full Steam Ahead!

By Henry B. Lent. The Macmillan Company, New York. $2.00.

Here are fascinating accounts of six days on an ocean liner for the would-be-young-traveler full of questions about what goes on in a big boat from bridge to engine room. Boys in particular will be intrigued by this glimpse of life aboard an ocean liner.

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Activity Versus Possessions

THE UNCERTAINTY as to material property values under present conditions has resulted in greater desire for activity, for craftsmanship, for fulfillment, for creativeness.

No longer is it a disgrace to be poor. Just having property is no longer considered an excuse for being.

Are you a person? Can you do something? Have you some skill? Are you going somewhere? Are you alive? Do others have pleasure in your enjoyment of life? Do music, art, skill, have meaning for you? Is there light in your eyes? Is there healing in watching your strength because there is a swing, a wholeness to your living, your being, your life?

We have many, many words for possessions, for things, but we lack even words for referring to vital living, to being alive, wholeness of personality, gracious living—there are no phrases that tell the story of abundant life, of satisfying life. Art and sport and satisfying activity and fulfillment are perhaps as little objectionable as any words we have.

Hunting, fishing, are good words not so much because of game and fish, but because of woods and nature and activity. Swimming, skating, sailing, are simple, clear, definite words and carry a picture of activity and aliveness.

Play, recreation, leisure-craft, are poverty stricken words because as yet we have put so little meaning into them.

Emerson, Theodore Roosevelt, Lindbergh, Byrd, Helen Wills Moody, Jane Addams, such names carry the picture of skillful, adventurous, creative living of a life.

Education ultimately will imply more than it does today as to helping people to come alive. After all that is what recreation leaders care about. What do people want to do, want to be in order to live in this world here and now? What gives enduring satisfaction, the memory of having lived?

The more sides a man has to his nature, the more he sees the art and skill required in all forms of human activity, the more inclined he is to say that nothing human is foreign to him. Theodore Roosevelt was no less a man when he was galloping on horseback, or swimming, or boxing, than when he was listening to the best music in the world, or when he was studying the birds in the forest. There are twenty-four hours in each day. There are many sides to men who live completely and fully, and much goes into the making of a life.

The art of living is the art to which the recreation worker devotes himself, though he must remember that he is not the only one who does so. It is his task to help men, women, and children to live now, fully, and to have present full living lead to more permanently satisfying living as the years come and go.

HOWARD BRAUCHER.

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July Ushers in Vacation Days

Courtesy California Parent-Teacher

"Don't let them cut down on your education. Don't let them cut down on agencies dealing with children. The children mustn't suffer in this economic crisis. You can always build your bridges and your roads. If you neglect your children you can never build them again." *Lady Astor* in the *Boys' Club News Bulletin,* January, 1933.

The Flower Market Tot Lot Playground

In the June issue of Recreation Paul Shriver, Philadelphia Playgrounds Association, tells of the beginning of the Flower Market Tot Lot Playground. In this number he completes the story of the first four years of this interesting venture, still in its infancy.

DURING THE third year of the existence of the Tot Lot Playground we enforced very strictly our age limit of eight years, and as a result there was room for more children from outside our immediate block. We therefore initiated, with the help of an old Ford coupe which we bought, the Traveling Playground.

The Traveling Playground Makes Its Rounds

The number of small children who came to the playground were cared for by the leader during the afternoon while I made visits to adjoining courts, streets and communities within a radius of four blocks. In the back of the coupe we piled the street barriers, fire plug spray, two cases of milk and boxes of Graham crackers. The milk and crackers were contributed daily by a group of interested citizens and represented what was left from assembly period when we gave the younger children from 150 to 200 bottles of milk and three Graham carckers each.

The older boys wanted to ride with me in the old rattletrap machine and to help turn on the spray and distribute the milk and crackers. Here was an opportunity to keep them busy even though they were not allowed on the playground except as helpers. In the course of our routine we visited every afternoon a different crowded corner. There we put on the fire plug shower, cooled off the children who came out of little side courts and hovels, and fed them milk and crackers, enforcing the age limit of eight years for feeding. After refreshments we played several games with the children or told them stories. Then we advertised our playground and personally conducted the smaller children in the crowd to the playground. Thus the small children were protected from traffic as well as from children from other streets who might harm them. The parents were interested and helped, for formerly many a mother had been afraid to let her child come because of the railroad tracks, and bridge or street traffic. The result was that she had kept the child at home, and a survey proved that these children under eight years had the highest number of fatalities because when the mother was busy the little one wandered away and consequently was hurt.

Our traveling playground was a great success and the results were far reaching. Many new

It was one of the children who thought of making orange crates serve as chairs in the story hour

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The Playground Village proved one of the most fascinating projects undertaken at the grounds

children came every day. Activities were more easily carried out; donations of scrap material were more readily obtained. We even received a piano which was a helpful asset to our assembly and moving picture programs. Occasional visits of the leader, board members and reporters of various papers at our stops helped to spread the spirit of good-will.

To increase the spirit of pride in the ground and create an interest in regular attendance, we began the "Tot Lot Tattler." The editor, reporters and all directors were children from the playground. Anyone was allowed to write articles reporting events of interest. The newspaper was made of long strips of white wrapping paper, and there was only one copy. This we hung in strips on a place painted for it on the high board fence. From this project grew a pride in achievement and a spirit of good humor.

Still another means which we used to raise general standards was the crowning of the King of Freckles and the Queen of the Mardi Gras. Real thrones were erected and decorated from scrap materials, burlap dyed in suitable colors, and old sheets for trains.

Motion Pictures

The time was now ripe to interest the older people. We were fortunate in securing the services of the Philadelphia Electric Motion Picture Department which showed regular feature pictures interwoven with the industrial story and "Our Gang" comedies. Later we obtained excellent pictures, both silent and vitaphone films, from the Bell Telephone, the Philadelphia Gas Works and other industrial companies. Sometimes these companies sent operators; on other occasions we secured the machine and films and ran the show ourselves. The electricity was furnished by various nearby fruit commission houses. The machine was set up on a table in the rear of the playground and the pictures flashed on a large whitewashed space on one of the high brick walls of an abandoned store. The young men furnished us with piano, banjo and guitar music which made an excellent accompaniment not only to the pictures but to the community sings held during the intervals of twilight and darkness. Thus the playground made its first real start toward a community affair with services furnished for all ages.

The Playground Village Arouses Pride

The Inter-State Dairy Council furnished us with several puppet shows, story-tellers and posters or plays for assembly with costumes to suit. This helped to promote interest in handcraft.

The final climax of handcraft work for the season was an excellent playground village. The Leaders' Club grew considerably in numbers during the building of "Flowertown." Many interesting buildings came into being. There was, for example, a private estate, a spacious red brick house with bright purple awnings, vivid yellow paper curtains, and a green trellis covered with well made artificial sweet peas. Splashes of green paint on a cement walk represented grass and sticks with bits of green tissue from orange crates tied around their tops did well for trees. Small

lamp posts, whitewashed streets, a livery stable, stores, a blackshmith shop and garages side by side with pasteboard wooden homes neatly painted, served to complete the picture.

At the End of the Third Year

Our conclusions at the end of the third year were nearly the same as those of the second. Even though there was an improvement in the morale of the community and in playground activity and influence, there were still many children who had not been reached. A selfish spirit still prevailed with not enough constructive activities in evidence. There was need for greater emphasis on certain activities to promote carry-overs of the activities which would serve as constructive recreation during the winter months. Funds were scarce, only about $50 having been spent in three years for such materials as crepe paper, nails and other supplies. All the rest of the materials used in the various activities were salvaged or begged from various sources.

"Play is an attitude. It is not so much what one does as how he feels about what he does that makes the difference between play and drudgery. It is a mistake to let a child acquire a sharp distinction between play and work, to believe that play is pleasurable and useless while work is necessary and distasteful. Let him learn that all activity is fun, that life itself is a game, that a vocation can, and should, be just as pleasurable as an avocation, and you have started him on the pathway to a wholesome adult life. The greater the number of diverse activities the child is encouraged to enjoy, the greater his chances of keeping the zestful attitude of play toward all of life."—*John J. B. Morgan*, in *Child Study*, December, 1932

And Now the Fourth Year !

Now for the fourth year which early in the season bade fair to be the final year of work in this neighborhood unless the people took more interest and tried to help themselves. The prospect was discouraging. We sometimes wondered if we were not wasting our time and might not better go to another neighborhood. How glad we are that we didn't!

Several pre-season visits to the ground in April brought pleas from all ages: "Give us something to do!" To meet this request we organized a civic committee among certain influential adults who helped us to assemble scrap wood to develop projects which could be given the children to work on weeks in advance of the summer playground season. At scheduled meetings a group of the older boys and girls would come with saws, hammers and any other tools they could find. We made flower boxes, small houses, toys and other handcraft patterns to serve as models for our handcraft program when the season opened. The civic committee of adults helped to get the dirt, fill the improvised flower boxes, plant the seeds and water and cultivate the flowers to be installed later at the playground when it had been officially opened. They also set to work to clear off the ground which this year had become covered with bricks and timbers from the old abandoned factory torn down by the children during the winter for fire-wood. In this way we secured more space for the playground.

By the time July first had rolled around, all ages were willing to help and considerable interest had been created in the program of the coming summer. Much cleaning up still had to be done after we began our playground program, and as the first flush of high spirits wore off it became necessary to devise some idea to speed up the work. The *Evening Ledger* described the scheme we concocted as follows:

"The supervisor of Tot Lot Playground had to have assistance in moving some bricks, but it was no 'go.' Then he found an old gasoline can and with a stick painted targets on the tin cans. Very casually he placed the cans in the center of the spot on the official dump where the bricks were to be carried. By the end of the afternoon all of the bricks had been thrown at the target and the ground was cleared."

Next we decided to make each portion of the ground mean something in order to combat the destructive instincts and promote constructive activities for all ages and groups. This would, at the same time, protect the principal portion of the playground for kindergarten play work, and the small tots would not be frightened away again by physical conflict with the older ones.

The older boys wanted to use the plug spray to clean up and cool off after their arduous activities, but this year the Water Bureau had not seen fit to give out any permits. Instead of sitting down and doing without, as they formerly would have done, this now awakened group set to work. In two days, with the help of a carpenter and some cement, broken up bricks and scrap lumber were converted into a small wading pool, 18 by 18 feet and 1½ feet deep. When it was finished

the groups were so happy over their achievement that they worked without ceasing the rest of the season! The signs, "Bathing Ocean" and "Ocean Boardwalk" were painted for the children by a sign painter. The boardwalk was made of scrap boards; the beach of gravel and sand left over from the wading pool.

This took care of one nook. In another corner the younger boys built benches and made a "clean up corner." There they all washed their hands before milk period and handcraft work.

To a certain extent we had now cared for the small children, but the older boys began to beg us to let them stay and help so an activity had to be provided for them. A "Safety Club" proved the solution. At the suggestion of Mrs. Elizabeth Hanley, our dramatic director, a "Careful Club" was organized for girls, a "Safety Club" for boys. The Safety and Careful Club members were used as supervisors of various activities, and every day at 2:00 P. M. and 7:00 P. M. they made trips under the watchful eye of an adult volunteer to every part of the neighborhood within four blocks on all sides of the playground. All children wishing safe conduct to the playground were sent in charge of these "safeties."

An Open Air Theatre

In addition to the neighborhood safety work carried on by the safety squads, we conducted open air movies on safety in scattered streets near our playground. Let us give you a picture of one of our open air theatres conducted in the name of safety.

Before the performance the children go around the neighborhood and everyone who wants to join the parade can do so, in fancy costume or otherwise! Some hold signs and banners reading "Safety first," "Play in the playground," "Cross at Crossings." Others bang on lard cans, gasoline cans, oil cans—anything to make a noise. The noise comes nearer and a horde of children come trooping in.

And now for our stage. Our stereopticon machine is placed on a table in a roped off space in front of a store whose friendly owner allows us to use his light socket. Across the street another space is roped off as a stage and a white curtain is hung on the sidewall of a house. In the street and all around the roped off spaces are rows and rows of chairs, and orange boxes supporting boards. All the children who can possibly get in are packed shoulder to shoulder. The others sit or kneel on the pavement and curb, hang from fences or out of second story windows or other vantage points. They are a merry crowd, and as they wait they whistle, applaud or sing in groups. Often we have a community sing until it is dark enough to show the pictures.

The Country Store

The Keystone Club Safety Department has provided us with posters, safety material and plays. One play containing a country store setup was put on by the children for a special assembly and official initiation of the Safety Club members. This store was the means of promoting many future activities. It gave the children a needed stimulus for their imagination and the store, with its empty cartons and tins, was constantly in use. Our "Tot Lot Tattler," most of whose announcements are written or told by the children, has the following to say about the store:

"Ye Olde Flower Mart"

"There positively will be no credit given at our store. Read the signs and you'll understand our policy. No credit — no trust. We pay — you trust."

Business of all kinds was conducted in the store. Worn out cardboard shoe boxes, rags of dresses and merchandise of all kinds were handled. Paper money, stage money, coins from bottle tops and poker chips passed as the medium of exchange. The clerks at times were legion, and we were occasionally almost deafened by the bedlam of the hawkers as they cried their wares and imitated a real life situation.

Corners of All Kinds

An "Oldsters' Corner" was established which kept the young men in a certain place without interfering with other activities. These boys were a real help in maintaining discipline and setting a good example for the youngsters.

Other nooks and corners of the ground were made into athletic corners. One place was a jumping pit surrounded by nicely whitewashed bricks arranged in a neat design. In another we placed a discarded water pipe as a chinning bar In still another we had a baseball pitching frame. These were excellent places to work off excess energy that formerly had led to destructive activities.

The flowers grown in the abandoned lumber yard were placed in the boxes on all sides, on tops of walls and every place where we could stick up

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a trellis for them to climb. Each child had his own garden with a cross stick sign denoting his ownership stuck in the ground. The first thing the children did when we opened Tot Lot every day was to see what had happened in the new garden. At the end of the season we used the flowers to stage a Flower Mart as befitted the legendary history of the grounds. Jean Barrett, *The Record's* feature writer, describes it:

"In the confines of their dirt covered corners at the end of a reeking court, the children built booths and decorated them with gay paper. Young sub-debs, thinner even than fashion demands, volunteered as 'salesladies.' There were refreshment booths with real lemonade and milk and a 'hot dog' stand as well. Of course, these delicacies had to be sold!

"There isn't any money at Tot Lot—not a dime—but they overcame that—they made their own! They turned out volumes of it, even thousand dollar bills, and issued it from their own bank parked in the corner of the lot—a tremendous fortune. They went up to the teller's window and ordered as much money as they wanted. But regardless of the size of their 'rolls' each child bought the same things—something to eat, a glass of milk, a truly lovely nosegay of flowers or a potted plant to take back to the tenements they call home."

Thus Philadelphia children were the first to inaugurate the barter system!

Another climax in the handcraft program for girls was the doll exhibit. From crown to toe the dolls present were the loving work of their mistresses. There weren't any dolls that cried "Mama" or opened or closed their eyes. Of course, it was a very exclusive affair. There were candy dolls, vegetable dolls, paper dolls, dolls of all kinds. On a bed of pink crepe paper roses Sleeping Beauty, resplendent in a robe of yellow crepe paper and hair of yellow silk embroidery floss, dreamed of the Prince, as a dainty white crepe paper bride bent inquiringly above her, and over in one corner the Vegetable Queen, her fluffy green skirts the leaves of a head of lettuce, her bodice a slim carrot, her arms string beans attached by means of toothpicks and her head a marshmallow topped with a carrot plume, smiled democratically at the whole throng.

As a result of the village, the exhibits and other handcraft work, combined with the motion pictures, a startling effect was shown in many a family's mode of living. Tenants prevailed on landlords to equip some of the houses with gas and electricity. It was pressure of public opinion against degredation.

Our staff this year still consisted of one teacher and myself, but it was supplemented by unemployed volunteer workers and the famous "Toc H" Fraternity which sent two young men every night to help. Barent Landstreet, their leader, with his enthusiasm also supplemented our staff, and with his spirit of service dignified the playground activities and kept the interest of the young men in the "Oldsters' Club" at a high pitch.

As the climaxes were reached in various activities, we began to notice carry-overs of games, songs and activities into the courts during weekends and morning periods when the playground was not open. The children had begun to learn that most important factor in a child's life—how to play. This carry-over cropped up also among the older crowd, for they didn't want the work to stop. They wanted some place where they could congregate at the end of the season and some activity instead of the usual drinking, gambling, crap shooting and billiard parlor vices.

Courtesy Louisville Recreation Division.

One of the numerous activities which help to make a club program interesting to older boys

Clubs Multiply

From the bank which owned the delapidated house at the end of our court we obtained permission to use the house rent free in return for

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remodeling it. The young men fixed holes in the floor, put bricks in the walls, window panes in the frames, hung curtains at the windows, papered the walls, brought furniture and otherwise adorned their club house known as the "Castle Club." With each visit we made we found improvement. Regular parliamentary procedure was followed; initiation rules were observed, and part of the funds raised was used for welfare purposes.

For a time after the close of the playground the Castle Club used the open space for fall sports. Youngsters were there in almost as large numbers as during the summer season. The boys under sixteen decided they wanted a club and formed what is known as the "Palace Club," with headquarters in an abandoned house across the alley from the Castle Club. The girls, too, caught the fever and became a branch of the Needle Work Guild. In this surprising manner we witnessed the influence of the summer continuing on through the year!

One of the most remarkable activities of the Castle Club is the work of its welfare committee. A survey was conducted in the neighborhood by the committee which resulted in the selection of six families, who, according to the findings, were not being assisted by welfare agencies and were greatly in need of help. The survey also brought to light the fact that certain families who were receiving food orders from the city unemployment fund, according to the club's report, were "chiseling." The indignation of the members was not only genuine but showed how far they had advanced in new standards of justice, for "chiseling" had been one of their own chief occupations in the past! Out of their club dues of ten cents a week these members are paying the expenses of the club and providing food and fuel for six families. In January the club conducted its first dance—a success in every way. One-half of the profits went to the welfare fund.

When inclement weather caused the discontinuance of outdoor sports at the playground, the boys began to ask where they could find a sport center large enough to have basketball, boxing and other sports. They came to their old friend, the Playgrounds Association, and asked that the matter be considered. Mr. Landstreet undertook a study of the district. He found another club, "The Acorn," similar to the Castle Club at the other end of the seventh police district, who were as keen to have larger headquarters as were the Castle Club boys.

With the aid of Captain McFarland a survey was made by the police of vacant property in the entire district. A three story building with a fine basement was discovered. Both The Acorn and the Castle Club agreed to enroll 150 or more members. Captain McFarland was most enthusiastic. "I do all I can," he said, "to prevent first offenders from being locked up in my station. Once a boy is locked up, no matter how trivial the charge, it is the beginning of his gang career and we know he will be back again with more serious charges. This club will be a wonderful thing for the seventh district. No longer will the boys be able to find an excuse for corner lounging or getting into trouble because there is no place of interest to go. I am making arrangements with the magistrate to issue a membership to the club for first offenders."

Assured of the most cooperative and friendly attitude on the part of the police and impressed by the demands made by the boys themselves, the director of the Playgrounds Association decided to sponsor the club and in January the Center Club was a going concern. The preliminary organization of activities of this club was not the only unique feature of the venture. The Playgrounds Association agreed to finance the first month's expenses while the boys conducted their membership drive. Dances, raffles and admission charges to special sports events were some of the means found to help cover operating expenses. From that time on the members agreed to make the club self-supporting. The director and assistant director were loaned from the staff of the Playgrounds Association.

The executive committee was formed by appointing the officers of the Castle and Acorn Clubs. It was not long before many on the police force in the seventh district became members of the club and made good use of its facilities when off duty. House matches between teams of police and the boys were played in basketball, volley ball, boxing, checkers and other games.

Again the "Toc H" men volunteered and appeared every night to help.

The club is open every afternoon except Sunday and every evening including Sunday from 7:00 to 11:00 P. M. Its spirit is notable. The free and friendly intercourse between the police and the young men is the result of a number of discoveries. The boys find the "cops" fine fellows and the "cops" find the boys equally "good kids." The barrier formerly existing is breaking down.

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Playing in the Water

By FLOYD EASTWOOD
School of Education
New York University

In the series of lectures given last year by the Wingate Memorial Foundation, Mr. Eastwood presented some unusually interesting material on water games. A part of his lecture, as it appeared in *Scholastic Coach*, January, 1933, is reprinted here for the benefit of readers of *Recreation*. All of the 1931-32 lectures are incorporated in a book entitled *Aims and Methods in School Athletics*, published by the Foundation, 57 East 56th Street, New York City.

PLAY is a biological necessity. We must be active to live. Those individuals who are not active, we say in the vernacular, "pass out of the picture." They assume the horizontal. This is due to the biological drive or pull to activity.

Play is a psychological need. Play is interesting and it gives the opportunity of learning a new skill in an interesting way. Therefore play has a psychological drive.

Play is sociological. We play also for social approval. We might say that this is the sociological drive. You say, "I am doing this because I get a 'kick' out of it." You do things because you get a kick out of them, and you obtain that kick from someone's else reaction to you—social approval, if you wish.

Game situations give an individual an opportunity to obtain social approval. You see individuals commend each other in games when someone makes a good play. What does this social approval depend on? It depends on success. So remember, in all your games, to give every individual some chances of success.

Learning to Play

You will find that you have laws of learning to consider when teaching a new game. First you must have the individual want to play the game. Then that individual will want to continue to play so as to become more proficient, because he anticipates the feeling of pleasure which accompanies success.

What has this to do with the problem of swimming fears, that we all know so much about, and so little how to correct? In the game situation, we have the opportunity of overthrowing to a certain extent the fear of loss of support which is often experienced in the water.

We have considered that games are enjoyable and that we learn many skills by playing. Games, or some of them, may be used in reconditioning swimmers and removing swimming fear. I want to stress the need for a proper attitude on the part of the instructor. The attitude of the teacher may ruin the whole game. He may stand on the sidelines and let the game proceed and never enter into the spirit of it.

In games, you should notice one item that may ruin the interest in play when swimming — the coldness of the water. I will try to give you an example later on as to how you can use warming-up exercises in a play spirit to get warm. Some who are instructors in swimming pools know it is true that pupils get cold and can't listen to instructions. The value of play is then ruined.

Selecting the Games

How should we select games that are the most joyous to the group? In answer I am going to mention several rules that should be remembered.

1. The rules of the games should be few and simple. Involved rules will ruin a game. The ideal games are where you throw the ball in and have as few rules as possible.

2. That there should be activity for most of the individuals most of the time. Let us not in our games develop "spectatoritis."

3. Remember that we should not require a large amount of equipment. The pool is the natural facility that you have. Have as few other things in addition as possible.

Then, of course, all know the following:

4. Adapt the games to the age of the child and to the sex.

5. Adjust your selection to the immediate interest of the individual. I may change the name of the game just because of an event that has stood out in the newspaper, and swing my interest into that line because of some headline that has appeared in the paper. Be sure that the headline is educative, though, and proper. Some of the newspaper headlines are not very educative.

6. In high schools there is usually a corrective program. Remember, you have a wonderful opportunity in water therapy to use the swimming pool for specific groups—that is, corrective groups.

7. Don't set up a game that is going to give the possibility for a poor swimmer to lose confidence and thereby develop an initial fear of the water.

8. Finally, select games which in the main have the opportunity of being recorded and able to show individual progress; call them achievement charts if you wish; call them what you will, but something that gives a picture of individual improvement.

I want you to appreciate that I am not offering water games as a panacea for teaching swimming. Yet I do say that too much of our instruction is so formalized that it has no appeal. Every period should include at least five to eight minutes of games and this part of the period should never be eliminated. Sometimes you and I learn to swim by playing games, many of us learned in the swimming hole, while some of us have tried to be taught in swimming pools under formalized instruction for years and never been able to learn.

The best instruction, I believe, is the squad system where you develop a system of helpers. The squad size should be anywhere from four to twelve, but I would suggest keeping it around eight.

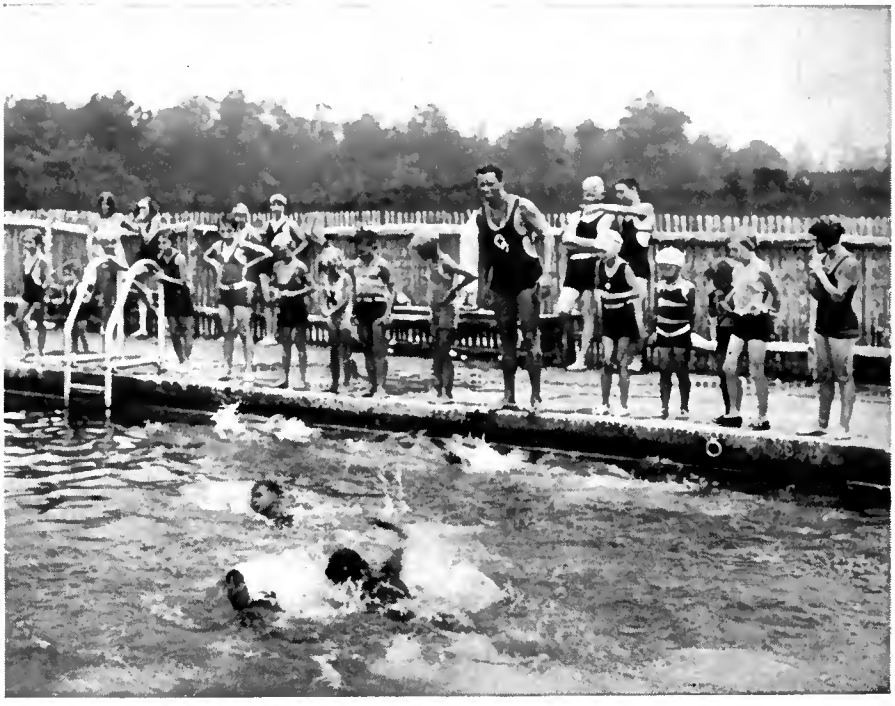
Hints on Teaching

When we have our classes and squads arranged, how are we going to teach the game? I first want you to consider that natural activities are the hardest to teach. The reason generally is that we haven't thought through the difficulties that lie ahead. May I suggest these steps that perhaps will overcome some of them. First, name your games, and have that name short and catchy. Use a little ingenuity. Second, give a short explanation of the game. Make it short but explain the rules clearly. Third, give a short explanation of the formation the players are to take in the pool. Fourth, have them ask questions. Fifth, answer the questions, if there are any, on the formation, or the rules of the game before they go into the water. Sixth, tell them to take the described formations that you have given them. Seventh, ask if there are any more questions. With regard to question, may I also suggest to you that you say, "Hands, please," because everyone is at first unsociable in the game situation and in this way you make them conscious of the group.

Games for Beginners

May I suggest the following games for the beginners and give

Everyone should learn to swim not only as a safety measure but for the joy it gives!



reasons for their values. The first is the *Turtle Float.* Most teachers are familiar with this activity. The knees are brought to the chest, the chin on the chest, and the breath is held for a certain length of time. This is valuable in giving the individual a sensation of being able to float in the water. The second is the *Face-Submerged Float* which can be used either for time or distance. Then we have the *Steamboat* which is the method of pushing off in a Face-Submerged Float position. The hands are in line with the ears, and the legs are kicked up and down with the flutter kick. We use the *Log Rolling* to give them a sensation of changing position in the water. I am sure that most individuals are conscious of the fact that the beginner in the water cannot usually remain calm when he changes from one side to the other. A suggestion for this is the specific idea of rolling over and over, hands over the head, for two or three times. Competition in this comes between squads—each one who does it twice scores a point for his team or squad. Of course, advanced swimmers can do a variation of log rolling using the arms, turning continually and progressing forward first with the crawl and then with the backstroke.

"The art of swimming is increasing very rapidly, and human beings are attaining a great mastery over the comparatively unfamiliar element of water. But for the great majority of those who need to swim more, let us not neglect to keep swimming a great game, full of fun and color and glamorous experience. Let us have pageants and plays with a purpose, if possible, or maybe plays just to entertain, but let us have them and be in them or watch them, according to our inclination." ***Wilbert E. Longfellow, in Water Pageants,*** **by Olive McCormick, A. S. Barnes and Co.**

Then there are the group activities such as *Circle Bobbing;* holding hands in a circle and ducking underneath the water. *Poison* as it is played in the gymnasium can be played in the swimming pool. The *Centipede Race* with individuals lining up, one in front of the other, with the hands around the waist of the man in front, and using the lock-step across the pool. This gives a feeling of balance in the water. Most teachers are familiar with *Cat Fight,* but some call it *Horse and Rider.* One person sits on another's shoulders, the top man trying to force the other rider off. The *Bobbing Relay* is another game. *Scramble* is a game similar to water polo, but it is played in the shallow end of the pool. Then there is the *Wheelbarrow Race* which gives you an opportunity of supporting an individual and as well to teach him several of the elementary strokes.

Games for Fair Swimmers

The second group of games is for fair or advanced swimmers. One objective is to improve form and water confidence A good individual activity is jumping into the water and doing a front somersault. Of course, you are familiar with the porpoise dive—jack-knifing to the bottom and pushing up to the surface and leveling off for another dive. Double or triple swimming is very good and can be used with the breast stroke, back stroke or the crawl. It is very helpful in developing swimming strokes, especially the leg stroke. Follow the leader is another game which is interesting. First, dive in; second, reverse crawl; third, the dog paddle; fourth, the dog paddle with the flutter kick; and finally, sinking and leveling off. One team may compete against the other for speed or form, in a restricted area.

Group Activities

Start off in shallow water and tread water with hands on the next individual's shoulders the length of the pool. There should be four men in the group, with their hands on each other's shoulders and just a leg kick is used. We have also the game that is played with one individual in the middle of a circle and the other individuals holding hands in the form of a circle and trying to force one of their number to touch the swimmer who is treading water in the middle. There is also the arch relay, which is swimming underneath each other's legs while the person standing must scull with the hands while keeping the legs wide apart. In shallow water, of course, they can stand on the bottom. Water Kick Ball as a team game is most interesting and can be used in schools very well. It is similar to baseball except that the ball is kicked instead of batted.

The instructor's attitude in presenting a game, and his manner of voice and action during the game, are strong influences on the way the players will take to it.

NOTE: From the National Recreation Association may be secured a bulletin entitled "Water Play Days," which contains directions for a number of games to be played in the water, some interesting relays and races, and a variety of amusing stunts and novelty features. A brief bibliography of water sports is given.

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Plays and Pageants for the Playground

By HELEN BOARD
Former Staff Member,
Public Recreation Commission
Cincinnati, Ohio

A grassy plot on the playground will supply a delightful setting for a children's play.

WITH THE playground season "just around the corner," play leaders are planning their activities for this brief but intensive period.

The majority of leaders will include in their program at least one play or pageant. Because of the brevity of the playground season, the limited facilities for play production and the irregular attendance upon the playground, the choice of a play must necessarily be carefully considered. Obviously it should be simple enough to eliminate the necessity for long rehearsals, expensive costumes and elaborate stage settings, yet at the same time it must have sufficient merit to be worthy of production.

In choosing a play for the playground several requisites have to be taken into account in addition to the value of the play. Among these are the social and educational background of the children in the cast; the length of time allotted for preparation; the stage setting and properties available, and the audience for which the play is to be given. With these essential points in mind, the director is ready to give her attention to the vast treasury of materials from which the selection may be made. And since the array is so great, she may be somewhat bewildered as to where and how to obtain the best material. It is the purpose of this article, therefore, to assist the play leader or director in overcoming this obstacle by presenting a selective list of plays which have been "weighed in the balance and not found wanting."

Frequently the only "stage" available is the natural setting of the playground—a grassy plot or a shady knoll with a background of trees or shrubbery. So let us consider first the plays best suited to this condition.

A Few Proven Plays

Marjorie's Garden, a delightful little flower play, may be found in *Five Plays and Five Pantomimes* by Sidney Baldwin, published by the Penn Publishing Company, Philadelphia. Most of the characters are flowers and the costumes made from colored crepe paper are lovely. In this same volume may be found *The Enchanted Gate,* a story of romance and intrigue which will delight boys as well as girls.

Flowers in the Palace Garden, another flower play of beauty and charm, appears in Virginia Olcott's volume, *Everyday Plays for Home, School and Settlement,* published by Dodd, Mead

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& Company. This volume also contains *The Ruler of the Forest,* an exciting adventure of Indian life and *The Troll of the Mountains,* which tells the story of a thrilling capture and rescue. The two last named have a special appeal for boys.

Constance D'Arcy Mackay is the author of a charming garden play called *The Enchanted Garden,* published by Samuel French, New York, ($.30), which can be highly recommended. In the cast are three boys, seven girls and extras.

The Fairy Woods by Irene Jean Crandall, is a fanciful fairy play in a prologue and two acts which can be heartily endorsed. Replete with dances and bright costumes, it makes an ideal woodland entertainment or end of the season pageant. If this is too elaborate try *The Kingdom of the Rose Queen* by John Farrar, in which Queen Wild Rose makes a boy realize his past unkindness to the wild flowers. There is only one scene with a cast of thirty-five or forty children. (It may be found in libraries.)

And before we leave the subject of flower plays, let us not fail to mention *Prince Goldenrod* in *Little Robin Stay-Behind* by Katherine Lee Bates, published by the Womans Press, 600 Lexington Avenue, New York. This humorous little piece calls for nine principal characters—three girls and six boys—with any number of singers, dancers and courtiers. The scene is laid in the throne room of Prince Goldenrod where an entertaining family quarrel eventually has a very amiable ending.

For a large cast of older boys and girls nothing is more appropriate than *The Treasure Chest* by Josephine Thorp. Old Tower Publishing Company, Lockport, Illinois. It requires only a woodland setting and the cast is flexible so that any number may participate. The thrilling conflict of a band of pirates makes the play lively and entertaining for boys, and girls adore the rhythmic dances of the waves and sunbeams.

The Dearest Wish, a story-telling festival by Pauline Oak, is also excellent for a large cast. It may be secured from the Drama Service, National Recreation Association. Practical as well as poetic are the brief plays found in Rose Fyleman's volume, *Eight Little Plays,* published by Doubleday, Doran & Company, New York. *The Fairy Riddle* and *The Fairy and the Doll* are especially well adapted for playground use. *Noughts and Crosses,* which, by the way, is one of the most novel plays in the volume, calls for an indoor setting but can be adapted for outdoor presentation.

When Pantomime Is Used

If it so happens that a playground is located in the heart of the city where the noise of traffic makes line reading impossible, the pantomime will prove an excellent substitute for the spoken word. Nora Archibald Smith has included four delightful ones in her volume *Plays, Pantomimes and Tableaux,* published by Dodd, Mead & Company, New York—*Goldilocks and the Three Bears, Red Riding Hood, The Elves and the Shoemaker,* and *Snow White and Rose Red.* Complete directions for costuming and producing accompany the pantomimes.

The Gnomes Workshop by M. A. Jagendorf, published by Brentano's, New York, is an ideal pantomime for children between the ages of eight and twelve. The scene is indoors, but can easily

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"King Alfred and the Cakes" was the charming play given by the children of Salisbury, Conn.

Canoeing and Tennis in a County Park System

By ERNEST BENATRE
Supervisor of Recreation
Essex County Park Commission

WHILE IT IS definitely within the province of economists and financiers to evolve ways and means for curing the depression, it is just as definitely within the province of those engaged in recreation to evolve ways and means of providing healthful substitutes for those recreations which many persons miss because of changed financial status. It was with this in mind that the Recreation Division of the Essex County, New Jersey, Park Commission determined to attempt to revive an interest in canoeing and to broaden an already wide interest in tennis as played on clay courts.

Twenty years ago two of the parks under our control boasted of flourishing canoe clubs, each having its regatta and drawing large crowds; but with the growing lure of the automobile the number of canoeists was gradually reduced until instead of having one hundred and fifty canoes on each lake there were fewer than seventy-five at Weequahic and less than twenty-five at Branch Brook.

Until three years ago the boating and refectory facilities at the lakes were not under the control of the Commission but were leased to concessionaires. However, with the taking over of these leases on their expiration, the facilities offered by the lakes became one of the phases of the work assigned to the Recreation Division for development. Meantime Verona Lake had been taken over and the entire tract re-landscaped, so that there were three park lakes instead of two where canoes might be used.

Canoeing Grows in Popularity

Starting the campaign for more canoeing was not difficult. It involved inviting to an evening meeting in the offices of the Commission canoeists from each lake who came different nights. The result was that canoe clubs were formed at the meetings, temporary officers—one a girl in two of the three groups—being elected and plans were discussed for regattas and carnivals. It was pointed out that permits for the events would be needed, that definite practice nights should be chosen, and that no one might compete or practice who could not satisfy the Police Department of his or her ability to swim. Setting a definite date for the swimming events, at which the Chief of the Park Police Department was present, gave the regattas such an impetus as perhaps nothing else would have done.

Membership in the three clubs increased immediately when we suggested that no one might compete unless a member in good standing of the club. Other boats were brought to the lakes with the result that the popularity of canoeing was well on the way to a revival, if one might judge by the volume of inquiries regarding canoes for sale.

In order to open competition in the regattas to as many as possible, two things were suggested to

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the clubs—that three events for row boats be included and that any novice resident in Essex County be permitted to compete.

There was more work involved for the Recreation Division than appears, for no member of any of the clubs had had any experience with athletic or aquatic contests, with the result that all of the planning, the clerical work of handling entries, the laying out of the course, the setting of the buoys for starts and finish lines and the actual officiating had to be taken care of. Our own staff was able to handle the regattas, for the playground instruction corps boasted some college oarsmen and officials of experience; the engineering staff laid out the course on each lake, and the carpenters and painters of the maintenance division saved considerable money by making buoys for the start and finish lines.

The buoys marking the finish line consisted of two pieces of wood one inch thick and ten inches square with a piece of cork from an old life preserver between. They were painted bright red and a hole was drilled in each for an American flag. Buoys six inches square and painted white with black numbers were used to mark the starting lines. To hold them in place we used a screw eye in the bottom of each from which was suspended a rope with a sash weight anchor borrowed from the fishing boats at each lake. We also discovered that a light and very satisfactory tilting pole could be made from a bamboo pole, a plumber's rubber plunger, a child's rubber gas ball, a little burlap and a piece of chamois.

The Weequahic Canoe Club varied its regatta features with an exhibition of life saving by a team from the Orange Y. M. C. A., the dock at that lake lending itself admirably for such activity from the viewpoint of the spectators. The other two clubs held carnivals in addition to the regattas. Here a good deal of ingenuity was displayed in the decorating of the canoes.

At Branch Book first place went to a young man who, with the aid of some cardboard and a few water colors, transformed his canoe into a very creditable likeness of a gondola and arrayed himself as a gondolier. At Verona the judges were somewhat put to it to decide between three of the canoes but finally awarded first, second and third respectively to those representing a side wheeler the covered wagon, and the "Fresh Air Taxicab."

The boys at Branch Brook had such a good time that they asked if they might hold a triangular regatta, inviting the other two clubs to compete with them in September, and they requested the assistance of the Recreation Division. This competition was won by the Verona Club which now has the first leg on a silver loving cup presented by the Commission. During the winter each club plans to enlist the interest of many prospective canoeists, and while we all hope that the depression will be well behind us by next summer, we also hope that so healthful and inexpensive a sport as canoeing may continue to thrive.

Developing Interest in Tennis

Tennis tournaments received their impetus from two sources. The Secretary had delegated one of the members of the Recreation Division to represent the Commission, and incidentally Essex County, on the Public Parks Committee of the Eastern Lawn Tennis Association which was desirous of having a good representation from New Jersey in the Metropolitan Championships. Furthermore, after three years' experience our clay courts players were getting to the point where competition between parks would be desirable, and with the five day week forced on many residents of the county we felt that tennis offered a very inexpensive way of using free time, the charge for courts being only 10 cents per hour per player.

Groups from each of the five parks where clay courts are maintained were invited separately to meet with a staff member of the Recreation Division. The result was that tennis clubs were formed at each park and tournaments conducted by the members during July for the purpose of selecting a team of seven players—two men's singles, one women's singles, men's doubles and mixed doubles. It was planned that these teams would engage in match play during August. Before the local tournaments were well under way, however, the Kresge Department Store of Newark asked permission to sponsor the August matches to the extent of furnishing the balls and providing seven trophies for the winners. So enthusiastic did the store officials become that they asked permission to hold a county-wide tournament in September not limited to public parks players for which they furnished seven more trophies. As an added feature for the finals on September 24th they arranged for an exhibition match between Vincent Richards and Gregory Mangin.

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Tin Can Craft on the Playground

By CHARLES M. GRAVES
Birmingham, Alabama

Here, in illustration No. 1, are to be seen some of the articles with which the novice may begin.

THE HANDCRAFT program on the playground is often difficult because of the expense of securing suitable material. There was a time when wooden packing boxes were easily obtainable, but today only a small part of the goods received in the neighborhood grocery comes in wooden containers, and they are hard to get. Tin cans are plentiful and cost nothing. They may be used for many useful articles for the home, playground and camp. There is a satisfaction to the craftsman in the fact that he is using material that is usually thrown away—making something out of nothing.

It is very important that fresh, clean cans be used. They should be washed soon after they are opened and put in such a position to drain that all the water will run out. Old, dirty, rusty cans should not be used.

There should be a receptacle convenient for all scrap tin. This should not be left lying around. All jagged edges on any of the articles should be immediately removed by the use of a file. After one becomes accustomed to handling tin there will be few accidents, but any cuts should be treated immediately.

The Tools

Tools should include a pair of 8 inch duck bill tin snips. With these snips a reasonably good curve, either right or left, can be secured. This cannot be done with the ordinary tin snips which are used for cutting straight lines. A 12 inch pair of these should, however, be in the kit. Other tools necessary are a can opener which leaves a smooth top, a spool of rosin or core solder, or if desired, solder wire and soldering paste, a pair of pliers, a pair of dividers, a rule, a small ball pene hammer, a small wooden mallet, a small file, and a punch made from a nail. A block of hard wood, planed smooth about 1½″ by 2″ by 12″, is a necessity. It is also important to have an alcohol lamp which may be made from an ink bottle with a wick pulled through a hole in the cork. It is a good idea to use the barrel of a .32 cartridge to line the hole.

A small variety of quick drying paints, such as four hour enamel, a brush or two, a little patience and the application of a few simple decorative designs, will work wonders with your finished articles.

Mr. Graves first became interested in tin can craft two years ago when he served as a play leader on the playgrounds conducted by the Park and Recreation Board of Birmingham, Alabama. As a student at the National Recreation School last year he had the opportunity of developing the craft still further in connection with the work he did at the Flatbush Boys' Club in Brooklyn.

The Procedure

A tin cup is one of the simplest projects. (See illustration No. 1.) Select a can of the size desired. A small pineapple can makes a good size. The top edge must be smooth. Cut from another can a strip of tin sufficient for the handle. For a can the size mentioned this would be about 1¼″ by 5″. To hem the

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edges of the handle, hold this strip on the block of hard wood so that 3/16 of an inch of one of the long edges extends over the edge of the block. With a mallet or hammer bend this 3/16 of an inch strip down so as to make a double smooth edge or hem. Repeat this operation on the other edge and you have a strip with smooth edges five inches long with which to make the handle.

Using your fingers and the hammer handle, shape this strip into a handle. It will look something like a question mark. The top and bottom ends of the handle should now be so shaped as to fit snugly against the outside of the cup over the seam. The handle can be temporarily held in place by a small wire or string around the handle and cup.

If you have a soldering iron convenient and know how to use it, the rest is simple. But if not, the soldering operation may be done in the following way, which is the simplest for the amateur. Cut two pieces of self-fluxing solder about ½ inch long (rosin core or acid core solder). Flatten the pieces of solder with a hammer and place one between the top end of the handle and the can. Now apply heat from an alcohol lamp so that the flame does not touch the solder and as soon as the solder flows remove the heat. If the softest solder is used, a candle, or even a match, will give sufficient heat. If you do not succeed the first time, clean all contact surfaces and try again. Now remove the string or wire and you have a very acceptable tin cup.

This method of soldering is used in the making of all the objects and is similar to the method used by silversmiths.

Illustration No. 2 is a happy demonstration of the attractivness of the candle holders which can be evolved from useless tin cans.

Kitchen Utensils

By using a larger can and making a lip on the edge opposite the handle, a utility kitchen cup can be made. This lip, when cut out, resembles a new moon. (See illustration No. 1.)

A very acceptable and useful scoop can be made by cutting away one side of the can. It is preferable to cut away the side which is seamed, soldering a handle on the bottom or low side. A scoop for sugar or flour is best made from a can with a smooth bottom, such as a milk can.

A biscuit or cookie cutter can be made any desired shape by cutting a long strip of tin one inch wide and shaping it as desired, soldering the ends together and putting a handle across the top. A better cutter can be made by hemming the top edge.

A toy bucket can be made by soldering half a gem clip, bent to resemble a hat in profile, on the sides of a No. 2½ can and shaping a handle to fit these loops. Make the handle of coat hanger wire. A shovel to go with this bucket can easily be made by shaping it from a piece of tin 2½" by 8".

A toy saucepan can be made by shaping a straight handle, in the same way as the handle to the cup already described, and soldering it to the side of a potted ham can or other small can. A broiler can be made from two sardine cans with wire handles soldered on each end, so that the handles of the top fit inside the handles of the bottom can.

A round table may be made by soldering a 2 inch tape reel to the under side of a coffee can top. The chair is made of a flat piece in the same way as one is cut out of cardboard.

To make a toy wash-board, cut a piece of tin 4" wide by 12" long. Lay this flat on the table and hold the block of wood firmly across it 2 inches from one end. Bend the tin up against it so that it makes a right angle to the balance of the piece. Turn the tin over and about ½ inch from this bend on the long part of the tin, make another in the opposite direction. Now turn the tin over again and with the block holding it down, about ⅜ of an inch, from the last bend make

In illustration No. 3 are shown some of the novel and useful articles so easily made.

another and so on reversing the tin each time before making a bend. With a little care you will have a very acceptable corrugated base for a wash-board. Then round the top corners. Now cut a strip of tin ½ inch wide and long enough to go along two sides and the top. Shape this to fit the sides of the board, tie this strip to the board, wire or string, and solder in several spots.

More Decorative Articles

A candle holder can be made by cutting away one side of a can and soldering a handle on the back of the high side and a tin cylinder in the bottom to hold the candle. (See illustration No. 2.) Another type of candlestick can be made from the top of a coffee can with a discarded Handy tape reel or made up cylinder of tin to hold the candle. (See illustration No. 3.) A kitchen or camp candle holder may be evolved from a cocoa can or other oblong can that will hang against the wall.

An easel to hold photographs or pictures may be made by cutting in a single piece an isosceles triangle of 4½″ sides with a rectangular base 6½″ long and 1″ high. Bend this piece along the perpendicular of the triangle to an angle of about 60 degrees. The two pieces which project from each side of the base form the offsets which hold the picture. A miniature easel makes an attractive place card holder.

An ash tray and match box holder can be made from the top of a coffee can as shown in illustration No. 3. The memo card or calendar holder shown here is made to fit a 3″ by 5″ card and requires a piece of material 7½″ by 5⅛″. A little study of the picture will show how it is made. It should be made about ½ inch deep with a hole at the top to hang it on the wall. It requires no soldering.

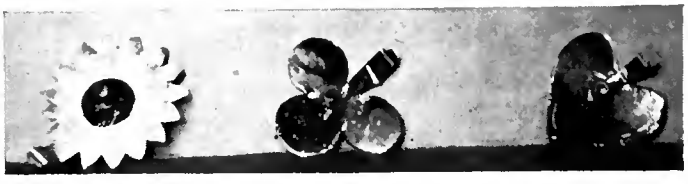
The sunflower, the club and the spade shown in the final illustration may be used as place card holders and also as miniature candle holders. In the center of each is a small cylinder about ¼ inch high, just the right diameter to hold a small birthday candle. This is made from a strip of tin ¾ of an inch long by ¼ of an inch wide rolled into a cylinder and soldered to the base. Many variations may be worked out.

A desk blotter may be made by cutting a piece of tin 3¼″ by 5″ for the top, and 2⅞″ by 5¼″ for the bottom. The top piece should have its long edges folded back, as is done with the handle of the cup. The ends should have 3/16 of an inch bent to make an angle of about 60 degrees with the body of the top, and the top itself should be slightly arched. A blotter should be cut the same size as the bottom piece which should be shaped to an even curve and fitted under the ends of the top piece.

Decorating Articles

A very effective way of decorating a tin article such as a blotter pad or desk blotter corners is to cut from thin copper an initial, a monogram or other design, and solder this to the object. After the design has been satisfactorily cut out with snips or coping saw and file, sandpaper the side

(Continued on page 203)



Effective holders for place cards and miniature candle holders as well are possibilities.

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

The casting of a play is an art requiring great diplomacy on the part of directors.

In this article the important subject of casting a play is considered, and suggestions are offered regarding the qualifications which the prospective actor should have and the best methods to use in giving the applicant a chance to show his ability.

An article by Mr. Knapp on *Organizing the Production* will follow next month.

EXPERTNESS in casting is an invaluable asset to the director. Some directors seem to have an instinct for casting, others always have difficulty. The amateur director must not only understand thoroughly the characterizations in the play and the talent on hand. He must be a diplomat as well. Mistakes in casting or, worse, unfair casting, will often arouse a storm of resentment and criticism. In some groups even absolutely fair casting will arouse criticism at first, but if the director is always fair, this criticism quickly dies.

Directors of some groups, childrens especially, have another problem. Should the audience see a good characterization by an actor equipped to handle the part, or are the benefits received by an actor in playing a part which he is not naturally equipped to play, but which will help him in the development of his own personality or character, of more importance ? Which is to be given more consideration, the audience or the actor? With children's groups, and specialized adult groups, it should often be the latter.

The too quiet, timid, mouse-like little girl by being cast in a lively, laughing, jolly part, may develop a little of the vivaciousness she needs in every day life, and the boisterous, rough, unmannerly little boy may acquire some of the graces and knowledge of courtesy he needs by playing the part of the gentle prince. In the usual adult production, however, the audience must be considered, and parts are usually given to those who, in the opinion of the director or casting committee, are best fitted to play them.

The casting is done by the director or by a small committee, of which the director is a member, and the determining factor in selecting the cast.

The "try out" method is the usual and perhaps the best method of casting. The try out conducted by some groups, however, means very little. Applicants are handed a book they've never seen before and are told "stand there and read this." Now it is sad but true that about ninety-five people out of one hundred can not read out loud. Even for those who can read, it is extremely difficult to put expression or characterization into something they have never read before. When the try out is finished, about all the director usually knows is that the people who have tried out want to be in the play, and that some people read better than others. This does not mean at all that they can act any better than the ones who read poorly.

If a try out is to mean something, the applicants should be given a few speeches of the play to memorize a few days before the try out date. The selections to be memorized can be mimeographed, or printed in the local newspaper, if it has an obliging editor. Poor readers may be excellent actors after they have memorized their lines.

As a precaution against mistakes, the director should announce that the first casting of the play is merely temporary. Actors may be requested to exchange parts, or even to drop out of the cast, if they find that they are not equipped to handle the part with credit to themselves and the production. After one or two rehearsals the permanent cast should be announced.

While each actor is trying out, the director, or casting committee, is considering certain qualities and qualifications. The first of these is not acting

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Courtesy U. S. Forest Service *Photo by Leslie R. Corbett*

National Forest Playgrounds of the Pacific Northwest

A glimpse of the joys which await those fortunate enough to visit the great Northwest

By MARIE F. HEISLEY
Forest Service
United States Department of Agriculture

THE VAST forests of Douglas fir, spruce, hemlock, pine, cedar, and other conifers that extend almost unbroken over the mountain ranges of the Pacific Northwest offer outstanding opportunities for outdoor recreation. Fortunately, Uncle Sam has created in this region some of the very finest of his National Forests.

The National Forests of the Pacific Northwest, like all others, were created for the conservation and development of the forest values in the public interest. Of vital concern, of course, is the growing of timber and the protection of watersheds. This the forests do to a remarkable degree, for they contain some of the most magnificent stands of softwood timber in the world and their forest-covered mountains protect the headwaters of many streams vital to the welfare of the region. But recreational opportunity is also recognized as a forest resource of outstanding value, and recreation is given an important place in the administrative program of the National Forests.

The Pacific Northwest's National Forests are among the Nation's finest recreation grounds. They have a wealth of splendid scenery. Their

woods, rivers, lakes, alpine meadows, snow fields, and lofty peaks hold invitations to all lovers of the great outdoors. Fish in the streams and lakes and big game in the back country lure the fisherman and hunter. Snow-clad peaks and glaciers at the top of the divides challenge the hardiest mountain climber or winter sports enthusiast. The tourist, the camper, the hiker, and nature lover will find his heart's delight in these vacation lands.

Recreation, therefore, forms one of the major uses of the nineteen National Forests of Washington and Oregon. These Forests are visited by thousands of pleasure seekers every year. To the extent that available funds permit, the United States Forest Service each year improves recreational facilities. The mileage of roads and trails is increased, opening up new areas to the traveler. Improvements are made upon camp grounds and other recreation areas.

The Forest Service has already established 876 free public camp grounds on the National Forests of the Pacific Northwest. These camp grounds are gradually being provided with the facilities necessary to their proper management and also with conveniences for the camper or picnicker, such as stoves and fireplaces, toilets and garbage pits, and information booths. It is estimated that during the summer season these national forest public camp grounds are used daily by more than 51,000 persons. Establishment of private camps, hotels, resorts and summer homes is also allowed in certain designated areas within the National Forests, under special permit from the Forest Service.

Primitive Areas

For the furtherance of public education and recreation the Forest Service is establishing within National Forests a series of representative areas known as Primitive Areas. In these areas primitive conditions of environment, transportation, habitation and subsistence are as far as possible maintained. No occupancy under permit for summer home, resort, camp, or the like, is allowed, and no improvements other than those necessary to the adequate protection of the area from fire will be made. Thus is being preserved for the Nation representative areas of wild country in the natural state, free from exploitation and unmodified by the works of man. True lovers of the wilderness can find in the Primitive Areas the opportunity to "rough it" in primitive fashion, and to enjoy nature unspoiled. The areas are open to recreationists, but only those who love living in the out-of-doors and have the hardihood to subsist under primitive conditions should attempt to explore them. Over fifty Primitive Areas have been established on National Forests, with seven in the Pacific Northwest.

In Primitive Areas of the National Forests old arts are practised.

Recreation Areas

Since most of the mountainous section of Washington and Oregon are included within National Forests, many of the outstanding recreation areas of the region are publicly owned. The Forest Service, therefore, has designated a number of recreation areas within the National Forests, where recreation is the primary concern in administration. One of the most popular of these is the "Heather Meadows Recreation Area," in the Mt. Baker National Forest, Washington. Here, in a setting of unexcelled scenery in the shadow of snow-crowned Mt. Baker and Mt. Shuksan, the famous Mt. Baker Lodge is maintained under a special use permit. A free public campground also is maintained, and a forest ranger stationed at the area is ready to give information and advice to recreationists. During the summer season he delivers nightly illustrated lectures on the flora and fauna of the area.

Another section of exceptional interest from a recreational standpoint is the Olympic Peninsula in northwestern Washington. This is a region of heavy precipitation and remarkable forest growth. The peninsula contains an extensive alpine area in the Olympic Mountain

Range, a splendid mountain mass with impressive peaks rising to an elevation of 8,250 feet, deep gorges, extensive snow fields and numerous glaciers, and other features characteristic of the best mountain scenery of the West. It is one of the last great wilderness areas in the United States. Practically all of the Olympic Mountain Range is included within the boundaries of the Olympic National Forest which covers almost one and a half million acres. From the heart of the Forest rises Mt. Olympus, the highest point of the Range. This peak and adjacent summits have been set aside as the Mt. Olympus National Monument because they contain certain features of unusual scientific interest, and because the region has from time immemorial formed the breeding grounds and summer range of the rare Olympic, or Roosevelt, elk, a native species found nowhere else. The National Monument covers approximately 330,000 acres and includes the highest and roughest snow-capped peaks, while an adjoining portion of the Forest has been set aside as a recreation area, for which public recreation is considered the highest use. A Primitive Area also has been designated in this region.

Oregon Caves, in the Siskiyou National Forest in Southern Oregon, have been set aside as a National Monument. The Caves are located in Cave Mountain, a peak of limestone foundation, 6,000 feet high, with their main entrances at 4,000 feet. Many miles of galleries, rooms, and passageways, which lead in all directions, have already been explored, and there are probably many more miles in the unexplored portions of the mountain. The Forest Service regulates the use and protection of the caves and has permitted the building of an attractive chalet at their entrance. A public campground also is maintained. Improvements for the accommodation of visitors are being made each year.

Many mountain peaks within the National Forests of Washington and Oregon attract the recreationist. Best known, perhaps, is Mt. Hood. This snow-crowned king of the Columbia River country in Oregon is located on the National Forest to which it gives its name. The mountain and some 100,000 acres of surrounding territory in the Forest, including that portion adjacent to the Columbia River, have been designated by the Forest Service as a recreation area, for the "use and enjoyment of the general public for recreational purposes coordinately with the purpose for which the Mt. Hood National Forest was established." Although the region is the mecca for all classes of recreationists, it is especially popular with mountain climbers. Mt. Hood is climbed annually by a great many people, mountain climbing clubs frequently making the ascent with parties numbering a hundred or more. The ascent from the north side of the mountain will appeal to most lovers of mountain climbing, for, while no exceptional difficulties will be met, the climb is not an easy one. The south side climb is more gradual. Inexperienced persons, however, should not attempt an ascent of either side of Mt. Hood without a guide. In winter the climb is extremely hazardous and should be tried only by experienced mountain climbers and then only with guides. The Mount Hood region is beginning to be used extensively for all kinds of winter sports.

The National Forests of the Pacific Northwest are studded with numerous lakes, most of which are beautifully situated and attractive to recreationists. One of the most popular is Lake Chelan, in the Chelan National Forest, Washington, one of the most beautiful mountain regions in the United States. The lake extends for 50 miles through the heart of the east slope of the Cascade Range and is fed by numerous streams which descend to it through deep canyons and fall in numerous cascades. The Lake Chelan region is also joy to the mountain climber, including as it does many glaciers, rugged peaks that have seldom, if ever, been scaled, mountain meadows, gorges, cataracts, and small lakes nested among the peaks. It is also popular with other classes of pleasure seekers, for the fishing is excellent, there are accommodations for persons who do not wish to "camp out," and many sandy beaches. During the summer season numbers of small boats and yachts dot Lake Chelan. The whole Chelan Forest offers splendid opportunities for hunting, fishing, and camping, and other forms of outdoor recreation.

Some Forestry Activities for Recreation Centers

Uncle Sam's Forest Rangers. Why not have a "Jim and Jerry" party if you have a radio at your center? As you probably know, Forest Rangers Jim Robbins and Jerry Quick are the principal characters in the series of educational broadcasts entitled, "Uncle Sam's Forest Rangers," now being heard weekly over NBC networks. The broadcasts are prepared by Charles E. Randall of the

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Popularizing the Swimming Badge Tests

Why not have some such demonstration as this in your summer program?

The swimming badge tests will prove a popular addition to the summer camp program.

THE SWIMMING BADGE TESTS developed for the National Recreation Association by a group of distinguished physical educators, swimming experts and recreation leaders, have been so well received it is clear that given adequate publicity they will be extremely useful in stimulating interest in swimming and other aquatic skills.

As a means of drawing attention to the tests it has been suggested that early in the swimming season this year special events could be held at swimming pools or beaches for the purpose of having well known swimmers give a demonstration of the tests. Probably such swimmers will prefer to demonstrate the third and most difficult test. In this case unusually qualified boy or girl swimmers could demonstrate the first and second tests. A feature of the event might well be the presentation of emblems and certificates by the mayor or some other public official.

The Swimming Badge Test Committee does not permit emblems to be issued until the person conducting the tests has certified those who have qualified for badges. Wherever possible, however, the Committee will be glad to arrange for a representative to be present at special demonstrations of the tests, in order that the emblems may be awarded as a part of the program. Participation on such occasions should be limited to a few selected swimmers of exceptional ability.

It is recommended that such a demonstration be held early in the season in order to reap the full advantage of stimulating attendance at the swimming pools and progress in the sport. An expert swimmer could easily run through the third test in half an hour. Possibly the three tests could be run off simultaneously, alternating the events in the different tests.

Scope of the Tests

For the benefit of those unfamiliar with the tests, it may be said that they embrace swimming stated distances, recovering objects by surface dives, swimming for time, diving, floating, treading and demonstrating strokes. There are no height, weight or age limits specified. The same tests are used for both boys and girls with the exception that girls are permitted a longer time in swimming events for speed. Any responsible person, familiar with swimming, may give the tests. The National Recreation Association furnishes certificates and emblems which may be sewed on the sweater or swimming suit on receipt of certification by examiners that the tests have been successfully completed. Many thousands of men, women and children have now taken the tests.

Tests Widely Used and Approved

Captain Charles B. Scully, Director of the Life Saving Service for the American Red Cross in Greater New York, says of the tests: "I have

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Hidden Wealth Revealed by Bankers

By AUGUSTUS D. ZANZIG
National Recreation Association

Some delightful revelations about bankers and "captains of industry!"

"Every hour of the human life freed from enforced toil by the machine is a potential treasure for the race. To seize upon these new opportunities and convert them into the creative joys of the mind, body and spirit they might be--what else can we learn that is half so vital to ourselves, to society!" —*Dorothy Canfield Fisher* in *The Library Journal*, May 15, 1933

WILL WONDERS never cease? Here we are adjusting ourselves with amazing flexibility to a rapid fire of wonders, of great new national projects and controls, when along come some remarkable and delightful revelations about certain very successful bankers. They are not the practical, hard-headed men we thought bankers were. They are really musicians! Think of it! The cynical might say, "No wonder we have—or have had—a depression!" But these bankers are among the most reputable and successful belonging to the great tradition of American business. The revelation came principally through the National Broadcasting Company's series entitled "Music Is My Hobby," in which a number of these men, some manufacturers, a lawyer, an electrical engineer and men of other professions, each gave a musical performance—some of them in groups—which, though not up to Kreisler, Paderewski or Tibbett, was miles ahead of the general run of commercially sponsored programs that the really hard-headed business men choose.

Of course, many of us have for a long time known this about some bankers, lawyers and prominent people of other professions. It was a very successful young lawyer who said after an all-too-short three hours of string quartet playing, "It's a great pity we can't have more time for these really important things." But when the musical fervor and skill of these men are aired for a few minutes before the millions of listeners-in, we have a first-class revelation and one that should be a strong influence for interesting more people in making music a hobby.

This is not all. The Secretary of the Treasury, chief director over the destiny of our banks and great industries, is also a musician! When a man in his position is given an honorary degree, one would expect it to be an LL.D., but no: Syracuse University, though praising him as a banker and a Secretary of the Treasury, gave him a Mus. D. instead. Mr. Woodin, long a lover and player of music, lately become a distinguished composer, is now a Doctor of Music.

We are very much interested in what Dr. Woodin said on that occasion, as it was reported in the New York *Herald Tribune*. "Did you ever walk by a cemetery at night when a boy?" he asked. "You know you couldn't help whistling to assure yourself everything was all right. Whistling kept your spirits up. Just now music and music study are practical needs of every man. Precisely as the boy whistles instinctively to keep up his courage, so are we all crying for something to bring about confidence and to displace the absurd hysteria of fear which in the last few years has made men and women avoid the great human responsibilities which these dynamic times demand. Vibrations of fine music put a mysterious initiative, resolution and courage into the normal individual."

President Roosevelt had something to say as to this also. "As I was leaving the President's room," reported Dr. Woodin, "he said: 'Will, you can tell them for me that when I get in trouble I always whistle a tune.'"

When one remembers the millions of unemployed and their dependents, and the many other

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people who are painfully insecure, these statements are forcible enough. But it is not only because it can inspire courage that music is a practical need or a hobby. Dr. Woodin went straight up the recreation leader's alley when he said: "It has been my experience in business life that after a very strenuous day—beautiful music. The effect can be described only as a kind of psychological bath. I feel cleansed mentally, and my mind is enormously rested." And he might have, and perhaps did, go on to say that above all, music well chosen and used for its own sweet sake, is as rich a means of happiness as exists in the world, and yet it can be and should be within the reach of everyone, no matter how poor he or she may be.

What Recreation Executives Can Do

These revelations of recreational musical interests should be very stimulating. With a few glowing exceptions the men and women in charge of public recreation in our communities have hardly commenced to realize the full human value of the musical resources of people. Many have neglected them entirely. This has usually been because of modesty due to lack of musical skill on the part of the recreation executive; and now the lack may be due also to what seem insufficient funds and staff workers amidst increased demands for service of other kinds. But not enough has been made of the executive's power of suggestion and organization. In many a community he could be more effective than any local musician could be in bringing together representative people who are interested in music and who are capable of planning and carrying out valuable musical developments in the community. If this group, which could be known as the civic music committee, continued to need and desire his vision and sustaining force he might act as its secretary or merely as one of its members. And he could hardly devote to better advantage what little time he would have to give for the purpose. Singing and the provision of concerts can be among the least expensive of all recreational activities, and yet they can enlist large numbers of people. Maintenance of an orchestra, band or smaller instrumental groups, can also be inexpensive if the players own the instruments and there is music to be loaned, as there is in some places. Recreation executives who are not especially trained in music in Irvington and Bloomfield, New Jersey, in Reading and York, Pennsylvania, in Lansing, Cleveland, Chicago and elsewhere, are proving the force of good recreational leadership even in a field in which they are not at all expert. Incidentally, no other sort of activity can win more sympathetic interest in the community's recreation program as a whole.

The truth is that in every city and town there are people who know that they find great pleasure in singing, playing or listening to music, and a great many others who have not yet realized how rich they are in this respect. For some of the people in these two groups music is, or could readily be, a hobby to be ridden into the happy hills of excellence; and for many others it can be a frequent means of thorough-going recreation even on the plains, so to speak.

We want to suggest one way of giving attractive opportunity to both the hobby riders and the mere strollers in music. It has been tried recently in Buffalo, Scranton and Reading. In each of these three cities there have been free evenings of music that have been at least as inspiring as Dr. Woodin would have music be for everyone these days. The evening is divided between brief performances by trained groups and general singing by the audience, all taking place in a school building, a church or some other center for the neighborhood or community. The special groups may be any of the following:

A church choir or a combination of choirs.

A secular chorus or small vocal group.

Foreign language folk singers, players or dancers — or all three sorts — preferably in native costumes.

A school singing, playing or dancing group.

A community or neighborhood band, orchestra or chamber music group.

A dramatic group.

"The organization, training and stimulation of local leadership in the fields of music, of dramatics, of forensics, of arts and crafts, are a matter of the profoundest spiritual and social concern to the commonwealth. More and more people are realizing that the real springs of human happiness are found not in material possessions gained, but in the social and spiritual values enjoyed."—*Arnold Bennett Hall* in *The Library Journal*, May 15.

Songs for General Singing

The general singing should be mainly or entirely of good, lasting songs. The really music-loving and socially competent leader has no need to use any other sort. The following list shows the great

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variety of feelings, ideas and musical styles existing among such songs:

Home on the Range.
*Come to the Fair.
*Water Boy
Donkey Riding
Away for Rio.
*My Hero
The Keel Row.
Old Folks At Home.
O Susanna.
Other Stephen Foster Songs.
*On the Road to Mandalay.
Funiculi, Funicula (A Merry Life).
Reuben and Rachel (sung as a round).
Drink to Me Only With Thine Eyes.
Morning Comes Early.
Billy Boy.
Londonderry Air.
Prayer of Thanksgiving.
Alouette.
O Sole Mio (My Sunshine).
*The Bells of St. Mary's.
The Keeper.
Swing Low, Sweet Chariot.
Annie Laurie.
Alleluia.
Little David, Play on Yo' Harp.
On, Roll On, My Ball I Roll On.
Juanita.
Rosa.
Carry Me Back to Old Virginny.
Who Did?
Believe Me, If All Those Endearing Young Charms.
*Roamin' in the Gloamin'.
Volga Boatmen's Song.
*When Good Fellows Get Together.
Dixie
Were You There?
Tiritomba.
Loch Lomond.
Jacob's Ladder.
Dogie Song.
Auld Lang Syne.
Cape Cod Chantey.
John Peel.
O No, John
All Through the Night.
Santa Lucia.
Tit-Willow (from "The Mikado").
Down in the Valley.
Are You Sleeping?
Three Blind Mice.
Other Rounds.
A-roving.
Good-Night, Ladies.
America, the Beautiful.

It may be objected at once that many of these songs are not generally familiar. But each one has been proved successful and very easily learned by all sorts of groups. The learning of songs as simple and varied as these is itself very enjoyable, and it can keep a group coming again and again to sing. Without some such sort of progress in the singing, most people are soon weary of coming. There is not space here to say where and at what cost the music of each song can be obtained. The words of most of them are in the Community Songs leaflet issued by the National Recreation Association, and the sources of the music are indicated therein. Preparations are now being made to publish the music of the less familiar songs in a new, inexpensive book.

The singing should appeal as much as possible to the really musical natures of people. The first requisite is wholeheartedness, the play spirit, the generous giving of the whole self to the singing; the songs must therefore appeal to spontaneous interests in the people. There can be no forcing of attention. But every person with any feelings and brains at all has a wider range of interest than is commonly appealed to in community singing. The above list includes songs of the sea, mountain, field and sky, of love, comradeship, reverence, humor, courage, of large-motioned work, hunting, hiking, paddling and dancing, of love of home and country, and all of them full of vitality and enthusiasm. Such is life as we like to live it! The best fun of all is when the singing is, even if only for a moment, beautiful; when the group have together "struck twelve." In no other art or craft can the thrill of beauty be so easily and fully gained, even by unskilled people. The song leader should, of course, be very familiar with each song, and be possessed of other good traits and abilities. An institute in leader training can do wonders.

The special groups that are to perform without charge at these gatherings may be drawn not only from the churches, schools and the community at large, but also from industrial and commercial establishments, clubs, settlements, community centers, evening schools and even from homes. They may be already known to the person or persons charged with securing them, or they may be discovered through a general appeal or a simple kind of survey. A survey could be made primarily in order to publish to the community, through newspapers or bulletin boards, a list of the groups in which new members would be welcome, and information as to where and when each group rehearses and what its entrance requirements are. In the process of this survey each group should be heard, even if only as a courtesy, by someone capable of judging, incidentally, as to whether it performs well enough to appear in one of the "evenings of music."

While these groups are being generous in giving their services, many of them will be much benefited by the incentive of having a good audience. Some groups now only half-hearted might

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* Published separately in sheet music.

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A Progressive Contest Party

Compiled by ROBERT K. MURRAY
National Recreation Association

When funds for game supplies are low, just look around the kitchen and in the family sewing basket!

THIS PARTY is planned for sixty players. There are fifteen games so that four individuals will play together at one time. The equipment for the games is placed around the room or in adjoining rooms in such a way that players can progress in order without difficulty or confusion. Three minutes are allotted for each game, with a one-minute interval between games to allow the players to add up their scores, proceed to the next activity and introduce themselves to the people with whom they are to play. In progressing, two of the players in each group move forward to the game of the next higher number, the other half to the game of the next lower number. For example, two of the people playing the fourth game move to the fifth, the other two to the third. If the entire group should progress in the same direction, each person would play only with the three other people with whom he started. This would certainly not result in the desired sociability. In the system suggested here, each person will play with half the people present by the time all the games have been played. To facilitate the mechanics of progression, score cards may be made of two colors, pink for those going to the games of the next higher number, blue for those who are to proceed always to the game of the next lower number.

The Procedure

As the players arrive, they are given their score cards containing the numbers of the games to be played and a space for the score made in each game. The cards should also have a place for the name of the contestant and the number of the game at which he is to start. The progression the player is to make, whether up or down, is indicated, of course, by the color. At a signal, each player goes to his first game. Typewritten instructions for each of the games are given on the piece of cardboard placed conspicuously with the equipment for each game. This eliminates the necessity for explaining all the games before the party starts or explaining the games to each group before they begin. A second signal starts the play. The players try to make as many points as possible during the three minutes allotted each game. If necessary, the game is played over and over. At the end of this period, the signal is given and the players add up their scores and progress in the direction indicated on their card. This continues until each of the players present has played all of the games. At the close of the playing period scores are added and a prize awarded to the young man and the young women scoring the highest number of points.

At just this time when all of us are seeking the greatest amount of enjoyment with the least possible expenditure of money, the utilization of materials in our homes is a consideration. In the program offered here ideas are suggested for making a number of simple games from materials to be found about the home, and for incorporating them into a progressive contest party which will entertain a large group of people in approximately any type of space.

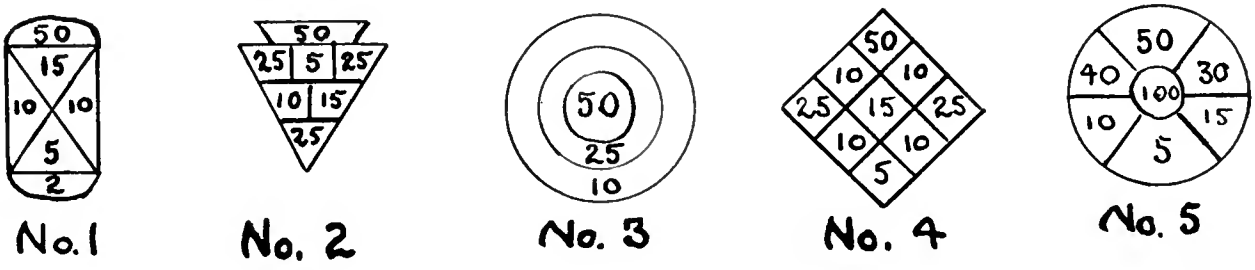
Suggested Activities

The following games may be made from materials found around the house:

Games of Ring Toss

(*a*) In the bottom of a cardboard carton stick four or five clothespins. From a distance of 10 feet try to ring these clothespins with fruit jar rubbers. Twenty-five points are given for each ringer.

(*b*) Coil a piece of old rubber hose about 14 inches long into a ring and tape the two ends securely. Turn a chair on its back with legs pointing toward the



players. From a distance of 15 feet the players toss the ring over the legs of the chair. Twenty-five points are given for each ringer.

Disk Roll Games

For this game use anything circular except a ball—lids of pans, round hot pads used on the table for hot dishes, or caster cups in which the legs of tables are set. The object of the game is to roll these disks into a box which has been slotted to allow the passage of the rolling disks. If hot plate pads or pan covers are used, the rolling line should be 6 feet from the box. Caster cups being bevelled will not roll straight, and for this reason should be rolled from a distance of not more than 3½ or 4 feet. Players must roll, not throw the disks into the box.

Ball Bouncing Games

While most people can toss an article into a receptacle, to bounce it in is an entirely different matter. Several different types of balls and receptacles may be used in this activity.

(*a*) A child's rubber ball may be bounced from a distance of 4 feet into a waste basket placed on a chair.

(*b*) Three small jack balls may be bounced from a distance of 3 feet into a muffin pan. The six cups in the pan should be numbered to indicate the scores—50, 25, 15, 10, 5, and 1.

(*c*) From a distance of 4 feet a jack ball may be bounced into an open upright umbrella. Twenty-five points will be scored each time the ball remains inside the umbrella. The ball will usually strike on the side of the umbrella and continue rolling out the other side.

(*d*) A tennis ball may be bounced from a distance of 5 feet into an umbrella stand.

Games Involving Rolling or Tossing

(*a*) From a distance of 12 to 15 feet roll three balls of different degrees of resiliency in such a way as to make them stop in a barrel hoop placed on the floor. Twenty-five points are scored for each successful attempt.

(*b*) Roll either hard boiled eggs or wooden darning eggs across the table so that they will stop within a cardboard ring having a diameter of not less than 6 inches.

(*c*) Using a calendar with relatively large numbers on it, toss three milk bottle tops from a distance of 8 feet so that they will rest on the numbers of the calendar. If the disk touches two of the numbers, the larger number may be taken in scoring.

Ten Pins

An excellent game of small ten pins may be played by substituting golf tees for the ten pins, setting them up in triangular form exactly as in a large game of ten pins. From a distance of 8 inches four small buttons are snapped as in tiddle-de-winks in an effort to knock down as many of the golf tees as possible. Twenty-five points are scored for each tee knocked down.

Shuffle Board

For a different game of shuffle board draw a diagram on the floor 5 feet long and 3 feet wide. (See diagram No. 1). Equipment consists of a broom handle and four hot plates. From a distance of 12 to 15 feet shove the hot plates with the broom handle one at a time into the scoring area. The largest number each plate touches is the one counted in scoring.

A small game of shuffle board may be played by using checkers instead of hot plates. Draw on a bridge table a triangular diagram. (See diagram No. 2.) Snap the checkers with the thumb and first finger, sliding them across the table into the scoring area.

Quoits

A simple game of quoits may be played by using rubber heels or flat rubber disks. Draw three concentric circles numbering them as in diagram

(Continued on page 205)

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Nature Activities at a Boys' Camp

A County camp seeks for its boys the values which come from contact with Nature.

By J. D. READ
Nature Director
Westchester County Recreation Camp

ON A PENINSULA extending into the east side of the Hudson River, about thirty miles from New York City, is the Westchester County Summer Camp. Looking east from camp across Croton Bay, one can see the City of Ossining nestled between the rugged hills of Westchester, while to the west is the Hudson hemmed in by the picturesque Palisades. This camp is unique in that it is conducted by Westchester County as a health camp for underprivileged children on the principle that it is more desirable to keep children healthy, both physically and mentally, than it is to repair damaged bodies or minds.

In the summer of 1932 four nature specialists were assigned to the nature department of the camp. These counselors were selected because of special interests or training in some of the various phases of nature work.

The first days at camp were spent in exploring the interests and aptitudes of both the children and counselors. By the end of the first week the work was divided into various projects, each nature man being responsible for his chosen subjects. With this division of labor the nature department made rapid progress. At our daily conferences we exchanged ideas, with the result that each project although in charge of one worker, represented the ideas and planning of the entire department.

Our aim was briefly stated by Miss Louise P. Blackham, camp director, as that of trying to develop the "seeing and understanding eye" in as many boys as possible. We tried to arouse or create interest and to develop habits of observing things as well as hobbies rather than to teach the boys a way to recognize a definite number of snakes, trees or flowers. We believed that if we could create or intensify a desire to know the plants, animals or natural phenomena, the boys would continue to follow up this interest after leaving camp. If, on the other hand, in order to secure a badge the boys were required to memorize in a parrot-like way a set number of facts, their interest in nature would be over when their goal had been attained.

We felt that the nature department to be efficient must recognize the following objectives in building a program:

(1) It must be interesting enough to draw and hold the boys.

(2) It must be instructive, giving some useful, authentic information or explaining laws governing life.

(3) It must be social, developing habits of desirable conduct towards animal and plant life.

(4) It must be practical enough to create hobbies or interests which will carry over into the boy's life after camp closes.

(5) It must be sufficiently inspirational to lift the boys into a world filled with living, moving, feeling animals and plants.

(6) It must be esthetic enough to open the eyes of the boys to the beauties of nature.

(7) It must be broad and varied enough to challenge the brightest boy and yet simple enough to reach the boy who knows little about nature.

The Program

In following the interests of the boys we devoted most of our time to the following: Bird, tree and exploration trips, trips to the ponds for insects and turtles, insect hunts and flower games,

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and the construction of the nature trail, turtle pool, bird bath and sun dial, and the making of a relief map of the camp grounds.

Our projects and daily programs were based upon the interests of the boys, the training and experience of the counselors, the natural environments in which we lived, and the weather.

Our tasks were specialized. C. R. DeSola had charge of our work shop which served as a changing museum and vivarium. All of the discoveries of the boys were labeled and placed where they could be seen and examined at leisure for a few days and were then released. By placing close to the exhibits juvenile nature books dealing with the specimens, many boys caught the reading habit. Several turtle hunts were organized by Mr. DeSola who was an authority on reptile, fish and amphibian life. At camp fire programs his stories of strange animals never failed to hold the attention of the group.

L. W. Turrell was a friend of all the birds. The first weeks in camp were spent in observing over forty-eight different species on the Point, as well as watching six different broods rear their young. Several stone gathering expeditions were held and a chart of the most common birds on the nature trail was made under Mr. Turrell's direction. A group of older boys under his guidance made a large relief map of the camp and constructed a sun dial.

Our "chief," F. D. Weston, was a master of Indian craft, and the boys spent many enjoyable afternoons listening to stories and folk lore of the Indians. Several cabins were decorated with tomahawks, bows and arrows, and clay pipes made under his direction. He was a great attraction at our camp fires as he always dressed in his native clothes. Two busy days were spent in making a life size Indian village with teepees and fires for a glorious program of Indian life.

My particular responsibility was the coordinating of the program. We went on many tree hikes observing the color, the general contour, the bark and leaves of thirty species. With the younger children flower games were very popular. Insects always aroused their curiosity, and many boys started to make collections of common field varieties for rainy day study. During nesting time the boys observed the family life of birds, and we tried in this way to arouse the protective instinct of all the boys. A few star gazing trips were made and several

An exhibit of this type helps greatly in teaching boys facts about Geology.

Courtesy Montclair, N. J., Board of Education

interesting exploration trips were conducted. Our nature trail was enlarged and improved by the boys who discovered a fern nook and constructed a turtle pool out of native material. At camp fire stories about local animals were told. As every boy was free to select what he wanted to do, it was necessary for us to arrange our morning trips so that we would not duplicate the work that day. In the mornings we concentrated on exploring, heavy construction work, and other activities involving physical labor. In the afternoon we carried on sketching, told animal or plant stories, watched birds, took short hikes, and did light work on projects. One glorious evening we went on an evening stroll. About fifty boys enjoyed the night songs of birds and insects, and watched the sun sinking behind the Palisade hills.

Our groups numbered from sixteen to eighty. At times we would have three or four projects going at one time. We tried to keep the ratio of one counselor to every thirty boys on our trips. We also tried successfully the experiment of having the boys and girls meet on one trip to compare results.

Boys at camp can tell you that this celluloid container is used to enclose insects.

On rainy days we did block leaf printing, spatter prints, sketched and painted drawings of insects collected on field trips, and attempted some landscape sketches. When it rained and was warm enough we went on rainy day hikes which were very popular.

On the overnight hikes a nature specialist was always present. New plants and animals were observed along the way. Over the smoking embers of the evening fire many stories were told.

A Few Special Activities

Turtle Hunts. Boys are always interested in a hunt or chase. An announcement of a turtle hunt the day before would bring out about eighty boys. Some of the boys would wade into the swamps up to their knees and then swim after the turtles. Some would catch larvae of insects in wire strainers at the edge of the pools, while others would watch for insects on the swamp flowers. In all our projects the boys' interest in whatever happened to present itself was considered of paramount importance. Sometimes a bit of showmanship added to the trip by roundabout ways through tall cat-tails where they imagine possible danger lurks. On trips such as this the boys must be counted and kept in one group. It is important, too, to guard against poison ivy.

The Nature Trail. An ideal trail must be located close to camp where many can help make it and all may use it. After the beginning of the trail is determined the boys should be allowed to work out their own ideas as to where the trail should go and how it should be beautified. They can label the trees and plants with the leaders' assistance. It was extremely interesting to see how diligently our boys worked on the trail and how they watched it every day to keep it in good shape. There were always plenty of guides to show visitors what had been accomplished.

The Turtle Pool After the suggestion was given the boys planned the shape of the pool and the materials to use and did most of the work. Over sixty boys helped complete this project. The bricks came from the beach and with their gathering came the story of brick making, as well as the early history of the Point. In exploring the sharp sand for the mortar we brought in the story of the glaciers and the geology of the Point. While the boys were digging the pool a harvest fly nymph was unearthed. On this discovery was hung the life cycle of the harvest fly as well as the seventeen year cicada. The boys learned how to mix and apply cement. Later they found two logs with which they made a rustic bench overlooking the pool and the river. The project was then beautified by planting ferns around one side of the pool. Many other useful and interesting ideas presented themselves to the boys as they rested in the cool shade or worked on the pool. It was the

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incidental learning caught from building the pool rather than the pool itself which made this a valuable project.

Council Fires. The nature department had charge of four council fire programs. Indian stories, tales of strange animals, as well as interesting stories of the animals about them, were told and the boys were led in singing. Judging by the perfect conduct of the group, the solemn singing of "taps" and the silent departure for camp, it was evident the boys had been greatly impressed. They heard night melodies, saw the beautiful sunsets, and felt that something great was all about them. They asked for many camp fires.

Lessons From Camp Life

During the season many remarks of the boys told us that our program was getting "inside" them and developing better habits and attitudes. During the building of the turtle pool I would hear the following: "Gee, when I get home I am going to build a pond for frogs and fish." "I can do that, too, for we have lots of old brick." "Me and Pete are going to make a trail in the woods back of our house." "Where can I get a net to catch insects?" "Say, Doc, what holds the stars up?"

We also heard such remarks as these: "Doc, this is the first time I have had a chance to know real men." "Doc, please take us on another overnight hike. We never slept out before we came to camp." "I used to be afraid in the dark before I came here, but here nothing hurts you." "Gee, Doc, I know the fellow that threw trash on the nature trail. I made him pick it up." "Doc, we had to make Freddy take a bath. He was awfully dirty." "Say, Doc, when you were gone the counselor of the day said we had the quietest cabin on the grounds."

One of the outstanding characteristics of camp last season was the close contact between the counselors and the boys, which gave many of the boys their first opportunity to catch the manly qualities which boys need so badly, for the most valuable lessons in life are "caught" rather than taught. Attitudes, emotional standards and habits of cleanliness and conduct are copied from their heroes more effectively than they are taught by parents, teachers or counselors.

A valuable experience gained in camp was that of acquiring the art of living a group life away from their parents or guardians. Boys who were somewhat talkative and abusive the first days in camp soon learned by sad experience that it is not always wise to express themselves as they like. Certain names cannot be called and certain customs must be obeyed They also learned cooperation by doing their daily camp chores. They soon became group conscious, willing to look after the other fellow as well as themselves. Another valuable experience that many boys enjoyed last summer was that of finding themselves. For the first time many of them had the opportunity to choose what they wanted to do with their time in camp. This enabled them not only to discover what activities gave them the most pleasure but also to develop confidence in themselves and the ability to make more intelligent judgments concerning their own welfare.

Through the camp program many boys learned the greatest lesson in life, that of living together happily. We do not believe in teaching nature, but we do believe that one of the best ways of teaching boys to appreciate themselves and society is to make them understand how law and order are established in nature where man is not present. This can be brought about only by the boys' close contact with something in nature that interests him. Thus we believe in the free choice and play way approach to nature for lasting results.

The camper must:

Be cheerful at all times.

Be fair and square in all the work and play of camp; in his relationships with other campers and counselors.

Be cooperative; willing to show less experienced campers how to do things; anxious to learn from more experienced campers; cheerfully willing to do things beyond his regular duties.

Be dependable; when given responsibility be sure to carry it out to the best of his ability without being reminded by counselors or others.

Strive to take advantage of the opportunities offered by this form of camp life for broadening his own life.

Think up new ideas and work out plans for carrying them out.

Be a friend whose companionship helps other campers become better men.

Be one who shows by his actions that he has grown in the above things during his season in camp.

From *Camp Life,* Summer issue, 1933.

The Need for Recreation in Times of Depression

By LLOYD BURGESS SHARP, Ph. D.
Chicago, Illinois

THERE IS NOT only a need for recreation in times of depression, but recreation is a necessity to a wholesome mode of living in normal times. We find ourselves at the present time in what is well known to be a depression. There is no doubt about there being maladjustments in our economic and social order. The effects of them have spread rapidly, wider and deeper, until almost every phase of society has been touched. It is not a local condition—it is world wide. We are close to the point where the spirit of our people is in danger of being broken. This must not happen. Until conditions have righted themselves, there is much that can be done to keep up the spirit of the people.

Play is an important factor in keeping our spirit aglow. For the many who have prospered temporarily, who have now lost their possessions and are out of work, the depression has a deep and significant meaning because they cannot supply the needs of normal living. What is there for them to do? The need of play and recreation is of paramount importance to them. Those who are in more fortunate circumstances (at least for the moment) must help to carry the burden. They too are not at ease. There is the uncertainty of their jobs and the thought of loss of home and savings. While the economic adjustments are being made, the daily routine of living continues. People have to be fed, clothed, and housed, and their wants and feelings administered to. How to provide for their leisure time becomes an increasingly important problem. We then realize the importance of the need for play and recreation in our society. We find many people who are now *recreationally lost* because they have become accustomed to a form of recreation too expensive to continue under present circumstances. They need help and guidance in adjusting their recreational life as much as they do for their economic life. This shift of play life from the expensive and somewhat artificial to the simple has infinitely richer values for all.

Experience Has Taught Us

During the period of the war we learned a great deal about the need for recreation. That was another period of depression. It was a period of anxiety, of grave concern for our very existence. Our security was at stake and there were hardships and distressing situations at home and abroad. Every effort was made to get our country to come to the full realization that its people had to stand together for their protection and

Our first obligation is toward our children who are in no way responsible for the depression. Their unquenchable thirst for play is as dominant as ever.

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security. In the main, cooperation in all industries was easy. Production was greatly stimulated to supply the needs of our common objective. Money was easily raised to meet expenses. The country introduced economy measures in every way—meat conservation, sugar conservation, and the conservation of clothing. All were driving toward the goal of victory. People willingly made individual sacrifices, went without their pleasures, and gave generously to their neighbors and to people whom they did not know for the sake of preserving the social order. Everyone recognized the need of keeping our service men in the very best of condition. It was the responsibility of the community to see that the proper recreational facilities were provided for the men when off duty. Millions of dollars were raised to supply these recreational needs. The government maintained extensive recreational activities as a regular part of the life of the soldier. It was essential to keep the *spirit* of the service men at the highest point, and everyone recognized the importance of this and was willing to give generously to provide for it.

It is interesting to note that in those exceedingly difficult and strenuous times there was no decrease in the recreational facilities for the community at large, but a decided *increase*. It is true, however, as we look upon it now, that a great many of these increased recreational facilities were of a very expensive sort. Nevertheless the community did realize the need of recreation as never before. Much of it has lasted and expanded.

Production in industry increased at a great rate. It was found under pressure that it was easy to do things on a large scale. People formed the habit of rush and speed and the pace of living became fast. It is taking considerable time to adjust to more normal conditions. We are now in the slowing up process. We are beginning to realize that it will be necessary to slow down. The depression is calling this to our attention very forcibly. The tension is being released from many strained situations, and in all it is a period of adjustment to a new order of living. We are seeing new values in life. We are seeing that the real values are not so much in material things as in our appreciation of the efforts of others, in serving others, and in living a happy and useful life as we go along.

What Play Does

We need to stop and play more. Friendships are enriched and understanding is more meaningful when people play together. Play of this sort is not expensive. We do not need to depend so much upon the commercial type of recreation. There is much that can be done without cost. We need to play just for the fun of it. There is a release of spiritual values through play, and it is almost needless to mention the untold health values. They come when play is made a regular part of our daily life in the out-of-doors, hiking and tramping, skating, running, and in a wide range of activities.

Our first obligation, however, is toward our children. They are in no way responsible for a depression and do not understand the meaning of it. Their unquenchable thirst for play is as dominant as ever. Play is necessary for proper growth of the child. We have no more right to thwart or starve them of their play than we have to take food from them. We must see to it that our children have, in these times, as well as the proper food the proper recreational facilities and leadership. The play life is the educational life of the child and our future society depends upon our children of today. If the children form proper habits in play and make right use of their play time, many problems confronting our community will be solved. The records of the criminal courts and juvenile delinquency organizations give us many convincing facts to support these contentions.

We need to increase the facilities of our recreation clubs for boys and girls and to expand the recreational opportunities in the settlement and neighborhood houses. We need to increase our whole program of leisure time activities for our young people as we have never increased it before. It does not take a great deal of money to carry out a recreational program but it does take the time of people who see the importance of it and who can help in developing leaders and organizing our facilities to provide recreation for all. It is almost equal to a war emergency and united effort and cooperation are needed to make the "no man's land" of the depression a play field where a change of attitude and spirit can be made even though jobs may not be at hand at the moment. Money is not as necessary as leadership and help in promoting recreational activities.

We need to understand better the attitude of our young people if we are to be effective in providing the right kind of play life for them. It isn't so much that the young people are different

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and out of gear with life, but it is more that we adults are out of step and do not keep pace with them. We can not understand our children and young people unless we play with them. There is a common and sympathetic understanding when people enjoy play experiences together. We cannot be make-believe players. We must actually have the spirit of play and share it with our children.

Parents often play generously and lovingly with little tots. They can handle and fondle them like small pets. It is not difficult to amuse small children, but later on the problem becomes more complicated and adults seldom make the full adjustment. The youngsters have become "play-wise" and unless the adult progresses in his forms of play along with the child, there is not a common play spirit and the real values of play are lost. What I have in mind especially is the very great need for the revival of the play spirit in our homes—the entire family playing together. Whenever a family plays together habitually rather than accidently, you can count on it that it is a strong unit of society and a happy group of people.

Home Play Vital

What is the play program for a home? Are there times when your family goes on a "bat" together? Do you play games at home? Do you have facilities in your backyard for family play? If you golf, do you golf together, or is the play life of the family divided?

At this particular season of the year our thoughts turn toward the program for the summer, and what we might do even though times are difficult to make this summer as enjoyable as possible. Last summer I saw a family of six neatly tucked away in the beautiful Adirondack Mountains. Their car was equipped for camping purposes. With tent pitched, campfire burning coffee pot on the fire and every evidence that the father had prepared a good meal, this family, clad in bathing suits, was having a grand time. They had picked a beauty spot in this mountain region that had never been camped on before. There are millions of beauty spots in this country beckoning to families to come and camp on them this summer. It costs very little to live out in the open, and it is fun to do it.

We need a revival of play spirit in the home and in our community and especially among adults. Right now is a good time to make a start. If a trip is impossible, there is much that can be done in your own backyard. Equip it with a fireplace and cook your meals over the open fire; provide recreational facilities suitable to that yard; visit with friends and neighbors; take time to sit and talk. The country side is full of interesting trails. Hiking is one of the most beneficial activities we have. If your shoes wear out, give the bare feet a chance to touch earth; it will be good for them. Fix up your fishing pole and line. It does not need to be a fancy one. Some of the biggest fish have been caught on a willow stick and a hook with a screw for a sinker. Do you swim? This summer is an excellent time to learn the exhilarating effect of swimming. The ability to swim is recognized now as almost a necessity, and above all it is a healthful and enjoyable form of recreation. Golf is within the reach of most people now. It is a fine game and one that gives you a thrill when the feeling of control has been accomplished.

In this time of unemployment and depression, recreation is an important brace to the lowered spirit of our communities. It can help change the point of view of people. It can change an individual and a group from gloom to joy. Let us make the play spirit of our home and our community contagious and the effects will be felt throughout the country.

"We cannot enjoy life until there is a common sense of well-being. The time is coming when the sort of leisure in which we are not constrained but free to choose our operations will be the norm of social life. The most significant fact in civilization is to become that part of life in which a man is active according to his own choice. Up to now we have made a fetish of efficiency, and the sacred ideas of American civilization have been that we must work, do, accomplish things, and be paid in proportion. This situation has poisoned our leisure. We have been too tired for creative pleasures. Life has been so filled with details of sacred duty of work that we have no time for leisure. . . . I am perfectly certain that any measure of work by what is paid for it is vicious. The relationship between work and reward has degraded our conception of work and leisure alike. The only thing that has relieved us has been our hobbies."—*Vida D. Scudder,* at the Alumnae Conference on Leisure, held at Wellesley College, April, 1933.

School Gardens in Detroit

The school gardens of Detroit have long been an important part of the recreation program

By MARY H. GROSVENOR
Supervisor of Gardens
Department of Recreation
Detroit, Michigan

SINCE THE inauguration of the Department of Recreation in Detroit, gardening has been conducted as one of the activities supported by appropriation of the Common Council. The Department has always encouraged both the economic and esthetic phases of gardening, but during the World War and since the beginning of the depression greater emphasis has been placed upon growing and conserving food to help feed families. The original aim, however, remains unchanged — to lay the foundation for better citizenship and to give the growing boy and girl an opportunity for many-sided development.

The Department of Recreation enjoys the fine cooperation of the Board of Education and its Landscape Department, and of the superintendent, principals and science teachers of the public schools. It is through this cooperation that it has been possible to extend the work to the school children all over the city.

The parent of the Garden Department, the Home and School Garden Committee of the Twentieth Century Club of Detroit, has for a period of twenty-eight years distributed flower and vegetable seeds to pupils of the public schools at one cent a package. The money accruing from these sales has been turned back into the work in the form of awards to the schools in the annual garden contest in August and the annual flower festival contest in September. The money was also used in making it possible for the Garden Division of the Department of Recreation to carry on the work during the past year.

Cooperation is also given by Michigan's latest organization in the gardening field—the Michigan Horticultural Society — which has included in its constitution and by-laws a divsion for junior gardening. The Garden Department is a member of the Federated Garden Clubs of Michigan and the School Garden Association of America, and is enrolled with the 4-H Clubs of the United States Department of Agriculture and the Wayne County Farm Bureau club work.

Method of Work

The school or community center serves as a unit of organization for the gardening program. By permission or invitation of the principal in charge, who very often assists in selecting the pupils who are to have gardens, an invitation is extended to all pupils of the fourth grade or upward through the eighth grade, or pupils of ten years of age to eighteen years who are willing to fulfill the requirements. These requirements are —to make and take care of a garden throughout the season; to keep a record of the garden (or canning); to make an exhibit, and to complete the project with a report and story of the garden.

The boys and girls who agree to carry out these provisions and who have permission from their parents or guardians to join the club are eligible to membership. Members elect their officers—president, vice-president, secretary and treasurer —under the leadership of the garden director. Meetings of one-half hour periods of school time are held regularly once a week or once in two weeks as the principal decides. During the season of planting the garden club is allowed a longer period, and during the summer vacation the club meets regularly in the school garden. All

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meetings are conducted according to parliamentary procedure. The president occupies the chair, and at the close of the business meeting turns the program over to the director who has lesson or demonstration in charge. Both school and home gardens are conducted through the school vacation, from July 1st to September 15th. Canning classes are held every Thursday at the Elmwood Center.

For the school gardens, of which all but four are on school property, the Department of Recreation furnishes all equipment, seeds and tools, and prepares the ground.

Each boy or girl or class is given a plot. The children plant vegetables and flowers in the plots with the aid of the garden director, and take full care of the garden under leadership, cultivating, thinning, transplanting, watering, spraying and harvesting the crop. The children receive all the produce they raise to take home or do with as they wish.

Each garden is scored weekly, "A" being the highest rating. All neglected gardens and those plots which are rated "E" twice are given to new applicants. Members of the clubs are awarded with honor points, picnic, field trips and achievement pins.

For home gardens the members provide their own equipment, seeds and tools, receiving assistance in the preparation of the soil and all heavy work. The entire care of the garden must be the responsibility of the member. The garden director visits the garden twice during the season, oftener if possible.

Every garden club member is expected to conserve all surplus vegetables for winter use by canning. All who are interested in learning how to can vegetables and fruit by the One Period Hot Pack method, which is recommended by the United States Department of Agriculture, may become members of the canning clubs which in past years have met regularly once a week during July and August in the domestic science rooms of the public schools. The Board of Education furnished gas, water, gas ranges, and all equipment to be found in a kitchen. The Garden Department provided towels, cutlery, spoons, and the instructor.

The boys and girls and adults who wish to attend bring their vegetables, fruits, jars, rubber rings and similar material. All produce provided and canned by the club members belongs to them. In 1932 it was necessary to reduce the number of clubs to one which met regularly from July 1st to September 15th in the kitchen at Elmwood Center. Seventeen hundred and eighty-six quarts were canned under the leadership of the Department.

The boys' and girls' clubs are federated and in the past have met regularly the last Saturday of each month except in December. This organization has had great influence in maintaining interest in gardening and canning and in stimulating club members to do their best. Unfortunately the depression has caused an indefinite postponement of the meetings.

It is the duty of the garden director to organize the garden and canning clubs, supervise all club meetings, teach the art of gardening to the club members in the school gardens, and follow up the work by visiting the club members' home gardens giving individual instruction there. The director also keeps a record of each club member's work and makes a weekly report of her own visits, work and attendance. She leads the club members on field trips, picnics and parties, attends the monthly meetings of the Detroit Federation of Boys and Girls Clubs, and is one of the Advisory Committee.

We have been able to see many good results from the gardening program. We have seen, for example, that the boy's and girl's interest in gardening and nature has helped them to decide upon seeking a higher training course of study and often to choose a vocation. At the present time we have two graduated foresters, both in government employ; several members of the club have continued as florists; some have become truck gardeners, and many have gone to farming. Many are home makers who have back yard gardens of their own and who fill the fruit closet each season with canned vegetables and fruit.

The greatest problem is to find teachers who are capable of assuming responsibility. A good garden or nature teacher should have personality and should be a lover of nature. She should possess some knowledge gained by actual work in a garden. The ideal teacher has an exceptional opportunity to lead children to a happy, successful life through the teaching of gardening science.

The Council of Social Agencies of Reading, Pennsylvania, has issued the following garden

(Continued on page 206)

World at Play

Courtesy Highway Engineer and Contractor

Sacramento Boys Go Camping

WHEN a special survey disclosed the fact that many of the boys in Sacramento, California, families receiving aid from relief funds were in poor physical condition, it was decided to give about a hundred of the most needy children a week's outing amid the healthful surroundings of the mountain country back of the city. The Boy Scouts offered the use of their camp, delightfully located and well equipped for the purpose, and the boys spent the week of July 31st to August 6th at the camp under the auspices of the Municipal Recreation Department, with Kenneth B. Fry, Director of Playgrounds, in charge. All boys were recommended by one of the relief agencies in the Community Chest. They were given a careful medical examination before and after attendance at camp. Exceptional care was given to diet, and the day's program provided a balance between activities and rest. No fees were charged but boys were asked to provide themselves with blankets or quilts, toilet articles, swimming suits and some personal effects. The week in camp resulted in increased weight for the 81 boys in attendance and greatly improved mental and physical condition.

Beach Property Recovered

THE City of Los Angeles, California, has won a suit instituted several years ago by the city on behalf of the Playground and Recreation Department to return to public ownership a strip of beach more than 100 feet in width and several blocks in length. A private residence was built on a portion of the land. "The decision of the court was hailed by the Playground and Recreation Department officials not only as a victory for public ownership of beaches but also as a reiteration of the principle that beach land built up by artificial secretion of sands due to piers or other structures jutting into the sea became public property when the tide lands from which the beach arose were also public property."

A Library Serves the Unemployed

THE sixty-first annual report of the public library of Lawrence, Massachusetts, shows a total circulation of 407,081 volumes in 1932, an increase of more than 20 per cent over 1931. It has been apparent from overcrowded reading and newspaper rooms that large numbers of people out of work are utilizing their spare time reading. "The library in these hard times," states the report, "has proved itself to be a solace to the unemployed, a release to the discouraged, and an encouragement to those still hopeful."

Tennis In Detroit

TENNIS players on courts maintained by the Recreation Department of Detroit, Michigan, are being asked to pay a fee after 1:00 P. M. The players will have the privilege of making reservations twenty-four hours in advance upon payment of the fee of 20 cents per hour per court. The fee is the same regardless of the number of persons using the court during the hour. In order to give the unemployed an opportunity to play free, no charge will be made for the use of the courts during the morning hours.

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Wilkes Barre's Store Employees Association—The Store Employees Association of Wilkes Barre, Pennsylvania, organized in 1923 by the Playground and Recreation Association of Wyoming Valley, has issued its first monthly bulletin, "The Spot Light." It represents forty-eight teams in the seven leagues of bowlers and a number of basketball and volley ball leagues. In cooperation with the School Board, swimming classes have been scheduled. A fee of $.25 includes instruction, towel and soap. In addition, a half hour dip may be had once a week in the Y. W. C. A. pool for a fee of $.10. Other activities include tap dancing, and for men a ground school course in aviation.

In the Chicago Shelters—In the infirmary of the Chicago shelters there are from 400 to 500 men ranging in age from sixty to eighty. For their recreation stereopticon slides are shown. Singing is very popular with these men.

Fitchburg Reports Developments—On July 4th a new swimming pool in Fitchburg, Massachusetts, was dedicated and turned over to the Park Commission making the city the proud possessor of one of the largest outdoor pools in this section of the country. Through unemployment relief funds the city has received $50,000 worth of labor. Grading and surfacing have been done at all the grounds. The tennis courts, ball diamonds and children's areas are in excellent condition. Two new areas have been developed and the Commission is now arranging to build a $3,000 shelter and storage house on each of the three grounds. For this organized labor has agreed to contribute all the work necessary. Bricks and lumber, too, are being provided making it necessary to spend only a few hundred dollars for roofing and nails.

A Dramatic Festival—The women of Lansing, Michigan, held a demonstration on March 8th and 9th, when the recreation clubs conducted by the Department of Public Recreation presented a number of plays interspersed with music. The plays given were "Sauce for the Goslings." "Three Little Maids from School Are We," "The Making of Feathertop," "Mother's Day Off," "Thursday Evening," "Kidnapping Betty," "Who's the Boss?" and "Joint Owners in Spain."

At last - SAFETY - in a Swing Seat!

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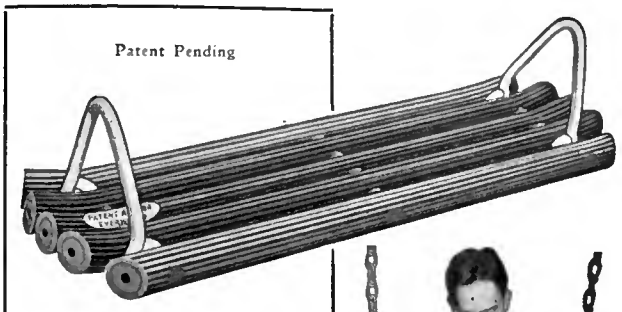

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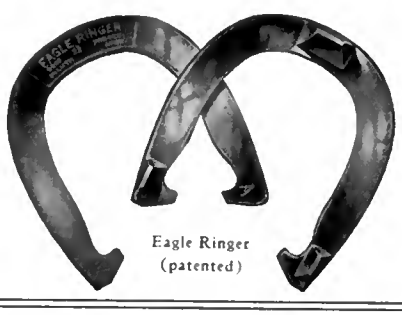

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Official pitching horseshoes and accessories are a necessity on every playground. Here is a game everyone can play and enjoy. Easily installed and maintained. The Diamond line includes everything from booklets of explanation and rules to several models of official pitching shoes. Score pads, percentage charts, carrying cases, steel stakes and stake holders and official courts ready to set up — indoors or out.

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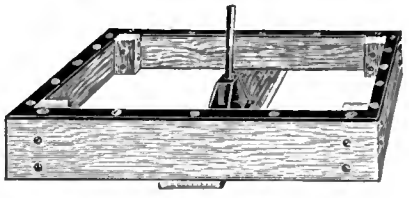

Basketball in Its Early Stages—The suggestion is under consideration that the prehistoric ancestor of basketball be featured with its archeological settings at the world's fair in Chicago. Describing the project, Major George O. Totten, Jr. of Washington, who designed a number of the embassy buildings in the national capital, says:

"The ball court of ancient Yucatan, at Chichen Itza, would be of great interest to exposition visitors not only architecturally and archeologically but it would have a purpose that would attract thousands. Here the great ball game of the ancient Mayas could again be played. It was a splendid game, similar to our basketball except that the ball was struck by different parts of the body and not tossed by hand. The Siamese and many Pacific islanders still play ball in a similar manner. The game in Yucatan seems to have been brought there from the Valley of Mexico by the Nahaus about 1200 A. D."

A Study of Delinquency—Miss Katherine Krieg, Director of Recreation in Des Moines, Iowa, reports an interesting study of delinquency in her city. From the figures now available, a 60 per cent increase in delinquency is shown for the entire city where there are no playgrounds and a 22 per cent increase where playgrounds have been organized. This study which Miss Krieg is making covers a period of four years.

Rural Recreation Councils Created—As a result of the recreation training institute for rural leaders conducted in California by the National Recreation Association, in cooperation with the cooperative extension work of the United States Department of Agriculture, recreation councils have been organized in practically all the counties where the institutes were held. Many of them are very active and are meeting regularly. In a number of other states similar groups are known as recreation leaders' committees or associations.

In a Small Community—Waterford, Wisconsin, a community of less than 1000 people, is to have an athletic field on ground purchased for the sewerage disposal plant. A board, representing the village, volunteer fire department, the Lions Club and the American Legion, has been appointed to take charge of the development of the field, and a schedule of work to be done has been laid out.

For the Physically Handicapped—The Union County, New Jersey, Park Commission in cooperation with a special committee of the Elizabeth Rotary Club, last year performed a constructive piece of work in connection with a group of physically handicapped children. Six picnics were arranged for the children in three of the parks. The physical condition of the children varied from minor handicaps to others which prevented them from taking part in very active games. The directors encouraged the children in every way to take part in all of the different activities planned. It was observed that with each succeeding picnic the children entered the games with greater interest, confidence and enjoyment. Different types of games were experimented with from quiet table games to baseball and other active sports. Much improvement was noted in several of the boys and girls. One or two who were sure they could not run very soon forgot themselves and played freely with the other children, their handicaps completely forgotten.

No Funds But On They Go!—The Department of Recreation and Playgrounds of Lynchburg, Virginia, reports that with a reduction in

budget for equipment no funds are available for the purchase of ropes, jacks, volley balls, croquet and other equipment used in the spring tournaments. Supplies are therefore being secured from other sources. A traction company is providing the department with trolley rope which is being used for jumping ropes, and petitions are being circulated for nets and lime so that the tennis courts may be reconditioned.

Jig Saw Puzzles in the Play Program—A jig saw puzzle contest has been one of the events in the program of the Recreation Board of Wilmette, Illinois, which is sponsored by the Board of Education. The contest, which was held on the afternoon and evening of April 12th, was conducted in one of the schools. The winner of the contest for school children finished a one hundred piece puzzle in exactly twenty-four minutes. The senior tournament contestants were given two hundred piece puzzles to solve. It took the winner in this classification an hour and twelve and a half minutes to put her puzzle together.

The jig saw craze, it is predicted by George W. Braden, district representative of the N. R. A., will outlast the fad for miniature golf and will lead eventually to an increased use of table games, such as dominoes, checkers, chess and cards. Jig saw puzzles have been a popular amusement "off and on" for a quarter of a century, according to Mr. Braden. Thousands of puzzles were used during and after the war to entertain wounded soldiers in Italy.

Admission Fees Reduced—Last summer the Union County Park Commission reduced admission fees to the swimming pools and beaches at Rahway and Linden, New Jersey. Children were admitted each week day morning, including Saturdays, without charge. In the afternoon they paid 10 cents instead of 15 cents. Adults paid 20 cents instead of 25 cents, while on Sunday and holidays rates were 40 cents instead of 50 cents for adults, and 20 cents instead of 25 cents for children. The cost of renting bathing suits was also reduced. On July 11th the Commission reported that the number of visitors to the parks had increased, and in spite of several week-ends of bad weather in June the increase in attendance over June, 1931 was 20 per cent. Baseball, soft ball, fishing, handball and nationality programs showed the greatest gains. At one of the parks a fly casting platform has been erected and a contest held. Instruction in casting was provided one day a week for any interested.

"Recreation and Unemployment"

- A publication of interest to all individuals and groups concerned with keeping up the morale of the unemployed.
- The booklet tells what a number of community groups are doing to meet the problem, how buildings of all kinds are being used as recreation centers, and describes the activities conducted. Plans for organization are suggested and information given regarding the made work program through which many cities are increasing their recreation facilities.

PRICE $.25

National Recreation Association
315 FOURTH AVENUE
NEW YORK CITY

Safety Posters—The Education Division of the National Safety Council, 1 Park Avenue, New York City, has issued three attractive colored posters which may be of interest to recreation workers. While the emphasis is on safety, the posters show play activities and are attractively designed and executed. The price is 35 cents for a single set, 30 cents for 50 or more, and 25 cents in quantities of 100 and over.

Bird Houses Galore!—It was a gala day when the boys of the public playgrounds in Detroit, Michigan, presented to Park Commissioner Henry W. Busch more than 500 bird houses which they had made during the winter. These houses will be set up for the use of the birds who make their home on Belle Isle.

A Water-Works Plant Becomes An Athletic Field—The Borough of Fair Lawn, New Jersey, in which Radburn is located, is grading, top surfacing and planting the ten acre water-works property for an athletic field and playground. The Borough voted $3,000 from the unemployment fund for the work. The development will eventually include football, baseball and soccer fields,

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NEW "Free Glide" Shuffleboard

Free-Glide Shuffleboard equipment has increased the already popular appeal of Shuffleboard. Will not warp or break and is amazingly low in cost. Write today for complete information, instructions how to install and extremely low prices.

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playground baseball diamonds, eight tennis courts and facilities for handball, basketball and volley ball. There will also be included a secluded children's playground and a quarter mile track with running pits.

The Flower Market Tot Lot Playground

(Continued from page 168)

First offenders are given a membership in the club either by the captain of police or the magistrate. He is told to use the club and is expected to be found there.

These young men have learned to respect property rights. Let no one make the mistake of breaking in or destroying the furniture of their club! When a member has not been able to restrain himself from using liquor either to forget his troubles or to put life into his dull existence, and comes to the club, he always leaves a sober member. There are always on hand any number of members who voluntarily undertake the task of making him sober! Often three or four rounds in the boxing ring are sufficient.

The complete story of this venture cannot now be written, but its opening chapters seem to offer the method for the organization of similar clubs in neighborhoods where the problem to be met is as acute as in this district.

Read This Letter

"When I moved in as Director of Crystal Pool, Glen Echo Park, Maryland, right under my arm I carried your complete Reference Book — Notable Swimming Pools and Guide to Equipment and Supplies.

"This Guide has served me dozens of times already. It is, indeed, the Pool Bible.

"(*Signed*)
"Capt. Edw. H. McCrahon."

NOTE: *Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.*

Send for a Copy To-day

THIS $2.00 VOLUME WILL BE SENT FOR 54 CENTS IN STAMPS. IF THE SUPPLY HAS BEEN EXHAUSTED UPON RECEIPT OF YOUR STAMPS, SAME WILL BE RETURNED

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Plays and Pageants for the Playground

(Continued from page 173)

be adapted for the out-of-doors. There is a royalty of $5.00 for each performance but it is well worth this nominal sum.

Special occasions, such as Health Week, Fourth of July, Safety Week and similar occasions, may be culminated with an appropriate play or pageant embodying the principles which were stressed during the particular event. For Health Week, do by all means try *The Little Vegetable Men* by Eleanor Glendower Griffith, or *The Magic Oatfield* by the same author. Both are contained in *Dramatizing Child Health* by Grace T. Hallock, published by the American Child Health Association, 450 Seventh Avenue, New York. If these do not suit your purpose, address the National Tuberculosis Association in New York City for their booklet, entitled *Plays and Pageantry.* This is a descriptive list of health plays recommended by the National Health Council from which you will be sure to find material adaptable to almost any cast.

Excellent for the Fourth of July is *The Cracker Conspiracy* by Alice Townsend, and *Bruin's Inn* by the same author can be strongly recommended for a Safety Week celebration. These are published by Education Division, National Safety Council, 1 Park Avenue, New York.

Canoeing and Tennis in a County Park System

(Continued from page 175)

The interest developed by tennis was so keen that requests for permission to conduct ladder

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tournaments were received. They were so arranged as not to interfere with normal use of the courts by those not interested in tournament play. The method followed was relatively simple. On the bulletin board of the club house was placed a chart ranking the players somewhat arbitrarily, it is true, though pretty much in line with the results of the elimination tournaments held in July. Any one feeling he was out of place might challenge a player not more than three rounds up the ladder from his own position, the one challenged being under obligation to accept or lose his rank by default. Matches were for two out of three sets, the results being handed in to the starter at the courts on a memorandum slip signed by the players.

These tournaments were participated in almost entirely by adults. Freeholder Zenas Crane, feeling that juniors should be encouraged, offered trophies for the winners of a tournament to be conducted the latter part of September and the early part of October, play in which should be confined to novices residing in Essex County.

Tin Can Craft on the Playground

(Continued from page 178)

which goes against the tin. After placing some small flattened pieces of self-fluxing solder under the design, bind it to the object with wire or string using a small block or wedge of wood over the design to hold it securely in place. The wooden wedge should be very small so as not to hide the design. Now apply heat to the opposite side of the tin object and as soon as the solder flows, remove the heat.

There are many other articles that can be made from tin, such as flower holders, tea trays, coasters and desk sets, Christmas tree ornaments and toys of all kinds. The drama enthusiast can use tin in many ways for imitation jewelry, coats of mail, head-dresses and reflectors for footlights.

How to Produce a Play

(Continued from page 179)

ability, not personality or characterization, but something often rare but always necessary called "dependability!" The genius who does not come to rehearsals, or who will not learn his lines before the dress rehearsal, is not an asset; he's a distinct

Bright SUNSHINE
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liability. Of course the actor must be given a chance. Determining dependability is a matter of "trial and error," but if Mary is cast into a part, and she comes around to two rehearsals out of seven, the next time the director is casting he will know exactly where to cast Mary!

The voice of the applicant should be considered carefully. Does it carry well enough to be heard in the last row? Is it clear enough to be understood in all rows? Is it in character for the part? Perhaps the director is searching for some one to play an old man of seventy. If a young man can make his voice sound seventy, he can be made to look seventy.

Appearance is also important. Can this actor be "made up" for the part? Make-up has great possibilities, but there are limits to its effectiveness. Size and bodily stature must be considered. A six foot heroine playing opposite a five foot hero is apt to be most embarrassing in the love scenes.

The applicant's manner of walking, his movements, and his carriage should be noted.

The imagination of the applicant will show in his interpretation of the lines, his idea of the characterization, and any little bits of business that he may use in giving the try out lines.

Some of the lines used in the try out should be of an emotional nature, so that the sincerity and emotional sensitiveness of the applicant can be tested.

The applicant's acting experience should be considered. Acting, like most other good things, improves with age. The director should beware of always casting his actors in the same type of role. In some groups it is dangerous to be too good an actor. If a young man makes a success of an old man's part, he may be doomed to play old men for the rest of his life. Actors should be given a chance to show their ability in different types of roles.

An occasional "work shop" production is recommended to little theatres and dramatic clubs for the purpose of discovering new talent and of helping the newer members of the group to secure experience. These should always be advertised as "work shop" productions, and the admission fee should be small.

It should always be made clear to the applicants who are not given a part that no reflection is being cast upon their acting ability. Some one else fits the part in this play better than they do. In the next production they may be better suited to a role than any one else. They should be urged to try out for the next play.

National Forest Playgrounds of the Pacific Northwest

(Continued from page 182)

U. S. Forest Service in cooperation with the National Broadcasting Company, and are usually based on actual happenings in the life and work of the forest rangers. They tell the story of Ranger Jim and his young assistant, Jerry, and the activities and adventures connected with their work on one of Uncle Sam's National Forests.

The program is broadcast on Thursdays at 1:00 p. m. eastern standard time, from forty-nine NBC stations east of the Rockies. In the western States they are presented by NBC stations on Mondays at 12:45 p. m. Pacific time. A party, with or without lunch, at your center to listen-in each week to Jim and Jerry might be a good attraction, especially in these days of unemployment and enforced leisure. The series is instructive as well as entertaining, and, if for no other reason, you will love Ranger Jim and his assistant because they are so human.

Puppet Shows. If you are interested in making puppet shows, you might very well adapt some of the ranger playlets to the purpose. The scenery would be simple to make and the figures no more difficult than the average puppets. Flannel shirt, khaki breeches, puttees, and stetson hat would be the desirable uniform of the rangers. The various other characters could be dressed as the imagination suggests. The shows could be very entertaining, for Rangers Jim and Jerry could be put through any number of thrilling adventures.

Paul Bunyan, that mythical super-human lumberjack of the North Woods would also make an excellent subject for the puppet show, especially if he is accompanied by "Babe" his "Big Blue Ox." Paul, who was supposed to be of gigantic proportions, would tower over any other character that entered the shows. By following some of the plots of the numerous stories about him, Paul could be taken through any number of amusing and fearsome exploits. Your local library can furnish books containing stories of Paul Bunyan and his big blue ox.

Arbor Day. Spring is the time for Arbor Day celebrations and tree plantings. Perhaps this year you want a different kind of celebration. Why not have a forestry play or pageant this spring? It is, of course, more interesting for a recreation group to write its own playlet, but if you do not wish to do this there are a number of plays you could use. One of the new ones, "All Aboard the Forestry Special," by Mrs. Francis H. Doud, is simple and makes an effective outdoor production. Information regarding this playlet as well as suggestions for an Arbor Day program may be obtained from the Forest Service, U. S. Department of Agriculture, Washington, D. C.

Popularizing the Swimming Badge Tests

(Continued from page 183)

been going over your tests with my staff and we feel that they are very comprehensive and of great value in the progress of swimming." Nathan L. Mallison, Superintendent of Recreation of Jacksonville, Florida, states: "The tests are mighty popular with our swimmers." L. G. Bursey of the Cooperstown Playground, Cooperstown, New York, writes: "These tests are very popular in our classes and we expect to devote one week to give other new members an opportunity to take them." "I have only used the first tests as yet but I find they are very good and the boys and girls enjoy them," writes J. H. Juel, Director of Swimming, Ashland Foundation, Ashland, Wisconsin. "They give the boys and girls a challenge and the pupils work hard to pass them. I believe the swimming for speed is also very good because it usually means the pupil must improve on his swimming form to be able to swim a certain distance in a certain time."

Interest in the tests is widespread as indicated by the various types of organizations which have used them. Universities, colleges and normal schools, Y.M.C.A.'s, Y.W.C.A.'s, recreation departments, high schools, junior high schools, Boy Scouts, camps and similar groups are represented on the list.

Further information may be secured from the Correspondence and Consultation Bureau of the National Recreation Association.

Hidden Wealth Revealed by Bankers

(Continued from page 186)

be very much enlivened. The satisfaction of contributing so directly to an admirable community project should also be inspiring. New groups might come into being as a result of the opportunity or need for them. Furthermore, the gathering of people for music might be a perfect occasion for introducing other recreational activities to them. For example, after a concert and "sing" lasting until 9:30 the audience might be invited to an hour's "social recreation," or to an opportunity to learn folk dances that they have just been watching. In a center where handcrafts, dramatics or other such activities are provided, the musical evenings might win many people to them also.

The "evenings of music" might thus serve well not only all the hopes aroused by Dr. Woodin's address, but also some other good hopes of the recreation leader.

88 Successful Play Activities

- A complete revision of the booklet which has been proving so practical for a number of years.
- Many new activities have been added. Of special interest to the play leader are chapters on *Sidewalk Games* and *Home Equipment Games* never before included.
- A section on Tournaments gives full directions for a number of contests.
- Other chapters deal with *Music* and *Drama, Shows* and *Exhibits, Nature Play* and *Winter Sports.*

Price $.60

NATIONAL RECREATION ASSOCIATION
315 FOURTH AVENUE NEW YORK CITY

A Progressive Contest Party

(Continued from page 188)

No. 3. From a distance of 10 feet toss the heels or rubber disks so they will rest within the scoring area.

Other Games

Several good games may be played by sliding small disks into a scoring area, such as that il-

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Beach and Pool, May 1933.
Water Basket Polo, by E. Gordon Bowman.

The Parents' Magazine, June 1933.
What Is Worth While Recreation? by Joshua Lieberman.
Enchanted Island, by Rose G. King.

New Jersey Municipalities, May 1933.
Play and Playgrounds, by Allen G. Ireland, M.D.

American Forests, June 1933.
Forest Theatres, by Emerson Knight.

Junior League Magazine, May 1933.
More Than Meat, by Weaver Pangburn.

Independent Woman, May 1933.
Leisure Time in Modern Life, by Howard Braucher.

The American City, June 1933.
Unemployed Build Two Roadways in New Orleans City Park Extension.
A Parking Charge to Finance Beach Protection, Savannah Beach, Ga.
A Gift of Fine Magnolia Trees As a Memorial.

The Journal of Health and Physical Education, June 1933.
The Extra-Curricular Program and Leisure-Time Training, by Gertrude Moulton, M.D.
Activities for the Playground and Recreation Program, by Norman F. Kunde.
Leisure-Time Panel Discussion, by Frederick Rand Rogers, Ph.D.

PAMPHLETS

Eleventh Annual Report, Recreation Department of Passaic, N. J., 1932.

Annual Report of the Park Department for the Year Ending December 31, 1932, Salem, Mass.

The Visual Fatigue of Motion Pictures
Amusement Age Publishing Co., New York City. Price $1.00.

Annual Report of the Boy Scouts of America, 1932.

---

lustrated in diagram No. 4. A good disk to use is a metal washer with a three-quarter inch center. From a distance of 10 feet slide three metal washers into the scoring area. In scoring use the highest number each washer touches.

On a piece of cardboard draw a diagram, shown in No. 5, making sure that the diagram is not more than 8 inches in diameter. From a distance of 6 inches from the edge of the diagram spin a milk bottle top by holding the disk on top by the index finger of the left hand and snapping it with the thumb and index finger of the right hand so that it will stop within the diagram. In scoring count the largest number touched.

Using the same type diagram as in No. 5, from a distance of 6 inches snap four small buttons into the scoring area in the same manner as tiddle-de-winks are snapped. In scoring the largest number touched is counted.

A game in which a simple spinner is used may be made by setting a small handled pan within a sauce pan. The two pans are placed on a numbered cardboard so that the handle of the small pan may be used as an indicator to point to the different numbers when it stops spinning. Each player chooses a different color button, spins the handle of the pan and moves his color button on a score sheet numbered from 1 to 100, the number of the space being indicated by the handle of the pan. At the end of the time allotted, each player multiplies by five the number upon which his button rests.

When these games are played by adult groups it is well to place as many as possible on tables.

School Gardens in Detroit

(Continued from page 197)

score sheet on the basis of which flags are awarded. A blue flag designates excellent garden, a red flag, good garden, and a white, average garden.

1. *Arrangement and use of ground*....30 points
   Are the rows long or are there short rows and beds? Is there succession of crops to keep all parts of the garden working all of the time? Is the space wasted, walks are not needed?

2. *Cultivation and freedom from weeds*.30 points
   Is the surface soil kept fine and loose to serve as a mulch to hold moisture and to permit air to circulate through it? The rows should not be hilled. The surface should be kept fairly level. There will be less surface exposed for evaporation of moisture. Keep all weeds out at all times.

3. *Control of diseases and insects*.....20 points
   Have sprays been applied early so as to prevent rather than cure? Supplement spraying by gathering insects and insect eggs as they appear.

4. *Crop condition* .....20 points
   Has water been supplied in dry weather to keep the crop growing? Soak the ground around the plant once or twice weekly rather than a light sprinkling each day. Do not hoe crops when they are wet. Have the plants been succored, such as tomatoes?

Total.....100 points

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New Books on Recreation

Summer Camps - A Guide For Parents

Edited by Beulah Clark Van Wagenen. Child Development Institute, Teachers College, Columbia University, New York. $.25.

THIS VALUABLE pamphlet has been prepared in an attempt to present as far as possible a complete picture of the kinds of provisions which a camp should make for the adequate care and guidance of children. It takes up the educational features, discusses creative ideas in children's camps, outlines some essentials of a creative handcraft program, and offers some suggestions as to how nature lore and games may be made creative channels. Other subjects discussed are Guidance in the Summer Camp, the Relationship of Home and Camp, the Essence of Good Leadership, and Provision for Physical Welfare. A bibliography and sources of information on camping are given.

The Carpenter's Tool Chest

By Thomas Hibben. J. B. Lippincott Company, Philadelphia. $2.00.

AN ORDINARY tool chest may seem a prosaic thing. But the historical setting which the author, a distinguished architect, has given each tool makes this book a delightful study. Under Mr. Hibben's clever handling the story of the humble carpenter's tools becomes the story of the human race. Aztec, Egyptian, Greek, Roman, American — the entire pageant of man passes through these pages. "It is an account," one commentator has said, "of how the woodworkers since earliest time have shaped the world we live in." The numerous illustrations offered aid greatly to the fascination of the story.

Selected Recreational Sports

(For Girls and Women)

By Julia H. Post and Mabel J. Shirley. A. S. Barnes & Company, New York. $2.00.

IN THIS BOOK an attempt has been made to present material which may prove helpful in teaching some of the recreational types of activities which are occupying an increasingly important place in the school program. Games have been selected which require small space, a small number of participants and no specific costume and from which a player may derive enjoyment even though he has little skill. Eight sports have been chosen—deck tennis, horseshoe pitching, Badminton, table tennis, shuffle board, clock golf, paddle tennis, and tether ball. Diagrams for the layout of courts are given, equipment is listed and there are suggestions for its care.

Girl Scout Day Camps

Prepared by Program Division, Girl Scouts, Inc., 570 Lexington Avenue, New York. $.20.

IN VIEW OF THE increasing popularity of the day camp, this booklet which discusses administration, minimum standards and waterfront safety, will be of special interest. While it has been written primarily to meet the needs of Girl Scout groups, practically all of the suggestions offered may be readily adapted to the needs of groups of all kinds. The booklet contains much valuable information for the recreation worker.

The Right Book For The Right Child

Compiled under the auspices of the American Library Association. The John Day Company, New York. $2.50.

THE BOOKS in this graded list of children's books have been selected and annotated by a subcommittee of the Committee on Library Work with Children of the American Library Association under the chairmanship of Mary S. Wilkinson. They have been graded by the Research Department of the Winnetka Public Schools. Here is to be found a composite buying list of books for children, including a pre-school list of picture books and books to read aloud to children between two and five years of age, and books for children to read to themselves from the time they enter school until they are ready for high school. Brief information is given regarding the content of each book. Publisher and price are included. It would be difficult to find a more carefully chosen or comprehensive list of books for children than this volume offers.

American Red Cross First Aid Text-Book

P. Blakiston's Son & Co., Inc., 1012 Walnut Street, Philadelphia. $.60.

THE AMERICAN RED CROSS has issued a new *First Aid Text-Book*. This is not a revision of the old Text-Book familiar to so many recreation workers but an entirely new book with a new set of illustrations which have been increased in number. Recreation workers will want to add this book to their kits.

Social Work Year Book 1933

Edited by Fred S. Hall. Russell Sage Foundation, 130 East 22nd Street, New York. $4.00.

THE SECOND ISSUE of the Social Work Year Book represents a decided expansion over the first edition which appeared in 1929. Thirty new topical articles are included and the Directories of Agencies which comprise Part Two are supplemented by an entirely new list of public agencies, departments and bureaus which are related to social work. The volume, of almost 700 pages, gives a bird's-eye view of the many types of social and civic services which are being performed by private and public agencies in the field of health, delinquency, mental hygiene, progressive education and many other types of endeavor. An article on recreation tells of developments in the entire leisure time field through the efforts of public and private agencies.

The Social Work Year Book is an invaluable source of information not only for the social work, editor and librarian, but for the layman wishing data on current social trends and forces.

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Games and Field Day Programs.

Compiled and edited by Eleanor Clarke Slagle. Published by Department of Mental Hygiene, State of New York, State Office Building, Albany. $.75.

This syllabus is designed to be of assistance to workers in the division of physical training activities and to other interested persons employed in the hospitals, the schools and the epileptic colony of the State Department of Mental Hygiene. Over 250 games and activities are described in which adaptations have been made to fit them for the use of the patients. A number of special day programs are included. All the activities have been tried out with patients and known to be well adapted to definite groups. The book has much to offer workers in all branches of recreation.

How To Help.

Edited by Mabel B. Ellis. Published by National Women's Committee, Welfare and Relief Mobilization, 570 Lexington Avenue, New York. Free.

This handbook represents a joint effort to interpret social work in all its aspects, but particularly as it contributes to the protection of human values during a period when all such values are threatened by widespread economic disturbances. Part One presents something of the background, interprets the various forms of social work and tells how the different services fit together in community planning. Part Two suggests ways of getting and using the facts, and offers a reading list. Part Three is a listing of the agencies participating in the Welfare and Relief Mobilization of 1932.

Miss Ellis has brought together in this handbook in concise, clear form a vast amount of information about the social problems to be found in any community and the essential social services needed to meet them. It is a timely and much needed contribution to the literature of social forces.

Notable Swimming Pools and Guide to Equipment and Supplies.

Hoffman-Harris, Inc., 114 East 32nd Street, New York. $2.00.

A complete reference book on swimming pools is this comprehensive volume which offers a vast amount of information to groups contemplating the construction of pools. The first section deals with notable swimming pools and contains illustrations and descriptions of pools representative of the highest standards in the field, both architecturally and from the viewpoint of sanitation. The second section is a compendium of laws, rules and regulations and presents committee reports on details of construction such as runways and sidewalks, filtration, recirculating systems, disinfection and other features. This section is followed by a number of articles on various subjects by outstanding authorities. The final section contains the guide to equipment and supplies.

Recreation workers may receive this valuable book at a greatly reduced rate.

Camps and Public Schools.

By Marie M. Ready. Circular No. 74. Office of Education, U. S. Department of the Interior, Washington, D. C.

A mimeographed statement giving information regarding camps maintained or directed by boards of education in city public schools and camps operated by various public and private agencies for school children. "In general," states the report, "the camping movement in its relationship to public schools is as yet in its infancy. Its possibilities of development are unlimited. Within the next decade many week-end and day camping excursions will no doubt be included as a part of the regular school work carried on in public schools and many summer sessions will be held entirely out-of-doors or in camps."

Track and Field.

By Charles W. Paddock. A. S. Barnes & Company, New York. $2.50.

In this book the author, an Olympic champion and world's record holder, has set down clearly the fundamentals of track and field events. A complete summary of all records is given, together with descriptions of outstanding achievements. In the back of the book are to be found ruled pages for school or college records and pages for listing new world's records as they occur.

Sweeping the Cobwebs.

By Lillien J. Martin and Clare de Gruchy. The Macmillan Company, New York, $1.50.

Dr. Martin, still a successful consulting psychologist at the age of eighty, and her collaborator, Miss de Gruchy, in this book tell in concrete detail how they have helped people who dread advancing age to overcome their handicaps, both real and imaginary, and how people can help themselves. Of recreation and amusement the authors say: "Real recreation and amusement act as wings to lift us out of the humdrum of our lives and give us inspirational stimulation to carry on daily living on an ascending plane. . . . Too many avocations or hobbies are only time passers, but those that are real and spontaneous to the individual are those that will furnish him the conditions of unique pleasure in their pursuit and give to his life a mental stimulation that will carry him forward with renewed vigor, courage and hope."

The Adolescent Boy.

By Winifred V. Richmond, Ph.D. Farrar & Rinehart, Inc., New York. $2.50.

This book, presenting as it does, the problems of normal and abnormal youth and tracing the history of adolescence through the ages, will help recreation workers to understand better the young people with whom they are dealing. Personal experience and case histories add to its interest for the layman for whom the book is intended.

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On Getting One's Hands in the Earth

FIRST IN the sand. Then in the mud. Good old mud pies, hung up on the gate to bake in the sun. And don't forget the good old sqush sqush of one's feet in the mud after a rain storm. The only drawback was the cleaning up afterwards. Parents have such queer notions as to soap and water.

In these early childhood days there was no particular joy in "working" in the garden. Return was too long delayed. The rows of beans and peas were too long, too straight. There was no inner urge for the continuous pulling of weeds—a few weeds pulled gave the sensation. "What a powerful boy am I"—but why continue? The sun was too hot. After all in childhood days gardening was apt to be not self-initiated, but from outer urge of parents. Yet who would want to give up children's gardens?

With mature years, for many the coming of the spring means an inner urge to get one's hands in the earth. For many there is a healing in the feeling of the soil that nothing else can give. Year after year there is the miracle of seed time and harvest time. There is the joy of watching for the first green shoot in the flower garden, the first bud, the first flower.

Nurture of the plant creates something inside. Caring for the plant and shrub not only makes more plant and shrub, but more boy. Something is there that was not before.

"The good earth" is not a careless phrase. It is good that all of us be exposed to the good earth and those of us who find it truly good should forever and ever not get too far away from the soil we love. Yet many of us would not willingly part with our childhood memories of mud pies or adult memories of our gardens.

HOWARD BRAUCHER.

August, 1933

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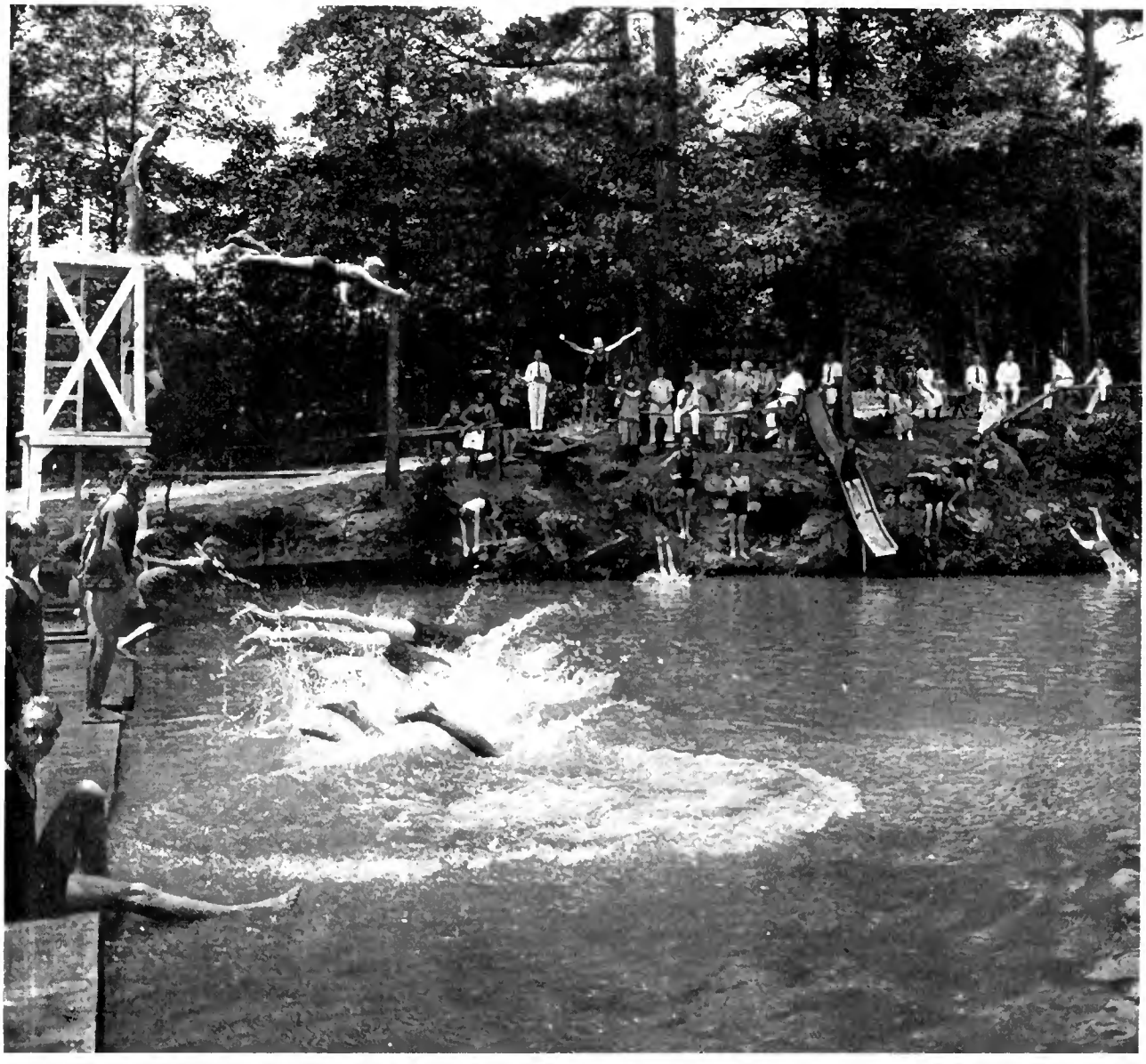
The Best of Midsummer Sports!



"The more young people we can teach to swim, the more individuals we will add to society who have learned something for other than economic reasons. Education for enjoyment and education for fine living are not in need of defense. One has only to observe the mistaken zeal of those who think of life in terms of financial rewards, trusting somehow that later on, when success comes, happiness may be bought."—*Jesse Feiring Williams* in *Swimming Simplified,* by *Lyba and Nita Sheffield.* Published by A. S. Barnes and Company, New York.

Land and Water in the Recreation Program

By LEBERT H. WEIR
National Recreation Association

WE WHO are engaged, along with many other agencies in America today, in attempting to preserve some of the fine gifts of Nature for the use of the people through their leisure time realize that two of the most fundamental natural elements in this campaign are first, land, and second, water.

For several years this question has been a very live one with several national and local agencies. Too much credit cannot be given to the work of our Federal Government in the preservation of streams, lakes and ocean fronts through national parks, fish and game preserves, national forests and river and harbor improvements of many kinds; to the work that has been done in recent years by the National Conference on State Parks and by the several states in preserving streams, lakes and in some instances, ocean fronts; to the efforts of various counties in conserving water fronts in county parks, and to the activities of numerous municipalities throughout the nation in providing water front parks along rivers, lakes and ocean. Even in small municipalities some notable achievements are to be recorded in this respect. The small city of Geneva, New York, has acquired about 2.2 miles of the north shore of beautiful Lake Seneca and is rapidly developing it as one of the chief outdoor recreation centers of that region. During this year the Fairfield County Planning Association has made a detailed study of the entire shore line of this county fronting on Long Island Sound. Definite plans have been formulated for the acquisition of additional areas of shore line and for the further development of existing and to be acquired shore lines.

There are hundreds of such examples throughout the United States today which might be mentioned through the work of all these several national and local agencies.

During these years of depression the importance of water fronts on stream, lake and ocean has become more evident than ever before and the use of them by the people during this present year, for example, will amount to a total far in excess of the use that has been made of them in any one year that has passed.

Certain great social and economic changes have taken place in American life that emphasize the importance of preserving many of our natural resources for the recreation of the people.

The Urbanization of Population

Up to the close of the nineteenth century we as a people were primarily an open country dwelling people. The progress of the urbanization of our population has, however, been going on through the whole of this century, slowly during the first half of the century and developing with increasing rapidity toward the close of the century. But as late as 1880 only about 22.7 per cent of the total population of the nation dwelt and worked in cities of 8,000 population and over. By 1920 the urban population outnumbered the rural population (51.4 per cent) and in 1930 the urban population had risen still higher, or between 54 and 56 per cent. These percentages do not tell the entire story of what had happened. There were only about 25 per cent of the entire population left on the farms while about 75 per cent of the entire population either lived and worked directly in urban communities or depended on urban activities for their livelihood.

Many personal and social evils have followed this sudden transformation of the living and working environment and habits of life of the

The economic and social changes in American life which have greatly increased the necessity for the preservation of natural resources for recreation, were stressed by Mr. Weir in an address presented before a meeting of the American Shore and Beach Preservation Association.

people. The annual crime bill of the United States is estimated to be between $10,000,000 and $13,000,000 a year. According to competent medical authorities the strain of modern life in cities is causing an increase in diseases of the heart, nervous system and digestive system. The chances of men of before and at middle life living to a ripe old age have decreased. Insanity is increasing at an alarming rate, as are suicides. The amount of housing space per family has decreased. The Child Health and Protective Conference reports that 45,000,000 children under eighteen years of age spend outside the school and home a startlingly large percentage of their time. There are insufficient playgrounds and playfields and parks in all our cities. There are insufficient opportunities for the people crowded into our cities to renew contact with the soil and water and growing things.

One might continue to enumerate the evils and half evils which have sprung from what we have done during the past half century and especially during the past twenty-five years, but let us now turn to some of the factors that have brought about an unparalleled change in the living and working habits of the people.

New Knowledge Brings Changes

The root of this change may be found in the vast increase in our knowledge of the forces and laws of nature, in our knowledge of the composition of matter and how to transform it into new forms and the application of the whole of this new knowledge to doing the work of our world. Few in America realize the remarkable growth of this knowledge and how it has been used in providing machines and new processes for the making of things. It is this that is at the bottom of our remarkable revolution whereby we turned an entire nation within practically two generations into a nation primarily industrial and commercial as contrasted to a previous history of about 250 years as an agricultural people.

In 1908 a noted German scholar compiled and published a large book containing a list of scientific discoveries and inventions which he was able to record by dates during the past several centuries. His findings summarized were:

For the century ending 1400....	33
For the century ending 1500....	50
For the century ending 1600....	127
For the century ending 1700....	218
For the century ending 1800....	680
For the century ending 1900....	2,880

In contrast to this in the United States alone in 1930 there were 45,000 patents applied for and granted at the United States Patent Office. It is further stated that the total number of scientific discoveries and inventions not presented for patent was probably greater than the number patented. A very large percentage of these discoveries and inventions had as their object the displacement of manpower by machine-power.

The following are a few examples of the progress of science and invention in producing labor-saving devices in industry and commerce in America within comparatively recent years.

1. In the brick making industry one brick making machine can turn out from 30,000 to 40,000 bricks an hour, whereas it formerly took one man eight hours to make 500 bricks by the old method of hand work.

One of the most important recreational services a state or municipal government can offer is provision of safe swimming places.

2. In the steel industry the new automatic puddler can, with a force of 150 men, turn out 500 tons more iron in a given space of time than 400 men could formerly do by the old methods.

A new device for loading pig iron enables three men in a given space of time to load as much as formerly 128 men could load.

In the operation of furnaces seven or eight men can now do what formerly required 60.

In a Midwest steel rolling mill a new machine 2,100 feet long has been installed. It operates from a central control board and requires only 12 men who have little to do except push buttons.

3. In the automobile industry 30 men now do with the aid of new machines the work that formerly required 100 men.

In a certain factory manufacturing automobile frames and employing 200 men it is possible to turn out from 8,000 to 10,000 frames a day. In Central Europe there is a well known factory turning out automobile frames of the same type as the American factory and employing the same number of men, but the European factory has a daily output of about 35 frames.

4. In the razor blade industry a single worker now turns out with the aid of new machines 32,000 blades a day, while in 1913 he was able to turn out but about 500.

5. In the manufacture of cigarettes an expert worker could formerly make by hand about 2,200 cigarettes a day. One machine with three unskilled workers can turn out now 160,000 cigarettes a day.

In the days of hand rolled cigars one skilful worker could make about 2,000 cigars a week. Today four girls operating one cigar making machine can turn out about 4,000 cigars in nine hours or 24,000 cigars in a week of six days.

6. In transportation on railroads the introduction of mechanical firing apparatus by some of the western and southwestern railroads resulted in the discharge of 17,000 firemen. Since 1920 it is reported that the railroads have reduced their working force by about 235,000 men.

7. It is reported that about 70 per cent of the output of the baking industry may be classed as machine product.

8. The telegraph printing machines that can be operated by cheap labor are responsible for thousands of telegraphers losing their jobs.

9. The ticket taking turnstiles in subways, elevated trains, amusement parks and public parks, have thrown many thousand ticket takers out of jobs.

10. Automatic car doors have relieved many thousand brakemen of their work.

11. Card sorting machines to analyze statistics, tickets and reports, now do this kind of work with a speed and accuracy that no human bookkeeper or statistician can equal. Likewise calculating machines perform the most abstruse mathematical calculations and computations in a fraction of the time needed for the same task by a human mathematician.

12. Glass blowing machines have made such inroads on the glass blowers that very few of the old school of glass blowers are left and their once powerful unions have been dissolved. An electric lamp machine recently installed has a reported production of 531,000 lamp globes a day, an increase per man of 9,000 times the method previously employed.

13. The coal industry, which has always been far overmanned under the old methods, has been plunged into further difficulties by the introduction of electric drills, electric loading devices and other types of labor-saving machines.

14. The talking moving pictures and the radio have put many actors and musicians on the bread line.

15. A factory for the production of rayon yarn has been constructed in New Jersey. Its operation is entirely mechanical and production can be carried on twenty-four hours a day without a single worker in the plant.

These few examples serve to show the tremendous progress that has been made and is being made now in the development of labor-saving devices. This movement has not only invaded all phases of industry strictly defined but also fields of activity in commerce, the professions, the farms and the homes of the people. Along with the wider and wider use of machines in human industrial, commercial agricultural, professional and domestic activities, have come new methods of scientific management that seek to get the maximum output from each individual worker in the shortest possible time at the lowest possible cost. Every merger, every consolidation in different lines of industry and financial institutions, has resulted in the loss of positions by many workers.

To summarize these advances in technology, it is reported that the present horsepower of our machines is about 1,000,000,000, equivalent to the energy output of about 10,000,000,000 working men. It is further said that only about 9,000,000 men are required to direct this enormous energy. It is estimated that it would be possible to do most of the needed industrial, commercial and agricultural work of the nation by the use of the labor of only about 15,000,000 workers.

Social and Economic Changes.

The advances of this new technology have already brought social and economic changes of tremendous import to the American people, as shown in the remarkable changes enumerated in the living and working habits and environment of the people. There is every reason to believe that the work of our scientists and inventors will continue and that the volume of knowledge of natural laws and forces and of how to apply them to doing our work will increase more rapidly in the future than it has in the past. This may result in the gradual formation of a new social and economic philosophy and in the establishment of a new order of society. Our primary concern, however, is with the possibilities of the new technology in freeing men from long hours of toil in order to gain the means of living. Already the hours of labor have been substantially shortened. It has not been so long ago when men in many industrial and commercial fields of activity worked from ten to fourteen hours per day. The average day is now eight hours. A few of the leading industries have established a six hour day and a five day week, and there is a growing demand for the universal establishment of such a schedule of work.

The past century and a quarter of our national history was marked by an extraordinary expansion territorially and by a tremendous exploitation of the natural resources of this great territory. In this conquest of our material frontier or series of frontiers the manual and acquisitive powers of the people were developed to a remarkable degree. We were looked on by the older countries of the world as wonderfully efficient and successful in producing and handling things but lacking in culture. By that they meant in part that we did not love learning or knowledge for its own sake, that we had no great art in music, the drama, painting, sculpture, architecture, literature, that was the common possession of all the people, that our manners were often insufferable, that our use of language was crude and moreover that we were not a happy people. And there was much of truth and still is in what they felt and often said about us.

Now our great material frontiers are gone forever. A new age is being ushered in—the Age of Leisure. Leisure is the handmaid of all the arts, of all learning, of culture in its broadest sense. We are now entering into a period of our history when there will be opportunity to explore and exploit a new kind of frontier, the frontier of the possibilities of the development in our people of something more than the manual and acquisitive powers and qualities. There seems to be no reason why we should not in the remaining decades of this century go a long way in developing a civilization that is representative of the possibilities of the whole man—in good health and fine physique, in breadth of mentality, in a finer and higher appreciation of all the great arts, in capacities for neighborliness and friendliness, and in the attainment of a more universal degree of harmonious adjustment of the people to themselves and their environment in general that will yield the maximum of satisfaction or happiness in living.

The problem of our day is to develop in the minds of the people a concept of a new set of values of what is worth while in life and to construct an environment whereby this great gift of the machine—leisure—may be used to the attainment of the above mentioned worthy ends.

In this gigantic task the preserving of the natural resources represented by those places where the waters and the lands of the world meet is one of the necessary steps. The seas and lakes and their shores have always been a source of strength, refreshment and inspiration to mankind. They will be even more necessary for such purposes in the new age.

"The world is chock full of things to enjoy—fascinating, beautiful things to thrill over, new sciences to pursue, new books and plays to understand and appreciate, new theories of government and social organization, new sports, strange countries and peoples to explore through books, old arts and new ones to comprehend and practice—with all of these nobody need get stale, even if he has a hundred years of leisure."—*Albert E. Bailey*, Dean, Butler University, Indianapolis, Indiana.

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A Recreation Department Meets an Emergency

By WALTER L. SCOTT
Coordinating Director
Municipal and School Recreation
Long Beach, California

SELF PRESERVATION has long been recognized as the first law of nature. When the earthquake occurred at 5:56 P. M. on the evening of March 10, 1933, the recreation employees of Long Beach, California, like all other individuals, looked first of all to the immediate safety of their families and loved ones and of themselves.

Saturday morning, March 11th, when our playground directors reported at their areas they found a large influx of citizens who had taken refuge in the various city parks, since many homes were considered unsafe while some were more or less demolished. Because many of the stores were closed and business was temporarily paralyzed, many of these refugees were in immediate need of food and shelter. In one of our city parks, which was typical of all, several of the play directors and other members of the Recreation Commission's employed staff took up a collection among themselves and purchased a large quantity of coffee which they served from the Park Coffee House to those in need. It was temporarily impossible to requisition these supplies through the regular channels since the emergency called for immediate action.

By noon of the first day following the quake, hundreds of people were pouring into all the city parks, feeling more secure in the wide open green spaces underneath the friendly trees than they did near tall buildings, brick apartments and homes whose stability had not been checked.

A meeting of the employed recreation staff was called almost immediately in order to review the situation which had been so abruptly thrust upon them. Dr. Frank Harnett, Assisitant Director of Municipal Recreation, presided at this meeting and outlined city wide plans for the ensuing days. The need was apparent for a complete reorganization of our recreation staff to handle the emergency. Most of our part time employees were immediately requested to report for full time duty and a call was made for volunteer workers. Approximately one hundred full time and part time employees started work at once and about the same number of volunteers reported for assignment. The duties of our recreation staff for the first two or three days consisted of anything but recreation work!

Our municipal supervisor of aquatics, Mr. Frank Davenport, was placed in charge of the

large refugee camp at Houghton Park and all activities in this area were centered under his direction.

Entertainment Program Developed

People were not interested in active recreation for several days following the disaster. Enthusiastic play directors attempted to organize baseball games for boys, but soon discovered that these young Americans were much more interested in viewing the damage done those structures in which they had peculiar interest. All efforts to promote highly organized activities of any description seemed futile. The recreation staff, therefore, decided temporarily to promote an entertainment program. A typical evening program in Recreation Park was somewhat as follows:

1. Thirty minutes of community singing conducted by a well trained song leader.
2. Talk by a local minister, designed to build courage and good cheer in the minds of the listeners.
3. Twenty minutes of songs, dialogues or musical selections presented by radio artists, amateur entertainers, or occasionally school children.
4. Stirring band concerts such as those played by the famous Long Beach Municipal Band under the direction of Herbert L. Clark.
5. Dance programs organized for students and others which usually concluded the evening's program.

Mr. Clyde Doyle, President of the Long Beach Recreation Commission, who worked tirelessly during the entire emergency, while visiting some of these programs at Recreation Park, suggested that this type of program be promoted in all the parks of the city for the refugees. Miss Helen Huston, Supervisor of Social Recreation for the Long Beach Recreation Commission, was placed in charge of the organization and promotion of such entertainment programs on a city-wide basis. All amateur and professional entertainers were requested through newspaper columns and radio announcements to report to Miss Huston for assignment. Soon her temporary office at Recreation Park was flooded with individuals who had responded to the emergency request. Musicians, vocalists, both amateur and professional radio entertainers, choruses, church choirs, orchestras, and bands were assigned in rapid succession. Members of the Ministerial Association volunteered their services for talks and religious services as needed. With this array of talent, Miss Huston was qualified immediately to put on two programs daily in all city parks.

The attendance at these programs was very gratifying to members of the employed staff and the Recreation Commission members who were all working hard for the success of these events. During the two weeks' period following the earthquake, eighty-five such community programs were offered in the city parks alone and were attended by approximately 200,000. These programs were of sufficient interest to draw people of all ages. The temporary influx of those desiring entertainment was especially noted for the moving picture shows, the band concerts and the evening dance programs.

Some of the organizations that volunteered their services for these programs came from a considerable distance. Chaffee Junior College, Ontario, furnished a band and choir. Los Angeles and the Los Angeles Playground and Recreation Department furnished numerous groups of enter-

(Continued on page 250)

After the first shock of the disaster more active forms of recreation became popular.

The Milwaukee Players in "A Winter's Tale"

It was an ambitious and difficult undertaking, that of the Milwaukee Players in the production of Shakespeare's *A Winter's Tale*. But it was highly successful from every point of view!

The play was presented on three consecutive evenings on the spelndidly equipped stage of the new Girls Trade and Technical High School. The workshop unit of the Players made the sets and properties, building the throne, benches and other furniture required. The wall hanging of beautiful silk painted with Russian Kraftrite colors was also "home-made."

Each member of the Players represented one of the social centers maintained by the Extension Department of the Milwaukee Public Schools, and the cast of players was composed of the outstanding players from the one act play contest held the preceding year. This plan is followed each year and results in adding about twenty players every season to the group. The procedure created keen interest among the drama groups in the centers all of whom work very hard for the honor of being represented by players.

A Cooperative Undertaking

A Winter's Tale was a cooperative undertaking to which many departments of the social centers contributed. The dressmaking department of each center made the costumes worn by its players and took great pride in making them as beautiful as possible. The leading characters were dressed in velvets, the ladies in brocaded silk, the gentlemen of the court in duvetyn. The embroidered bands of Perdita's white gown were hand painted in gay peasant embroidery effect. The music was presented by the different social center orchestras each night.

The cast was a veritable League of Nations! There were two Greeks, several Italians, a number of Poles, a German and a Russian. The list of occupations is even more interesting. The supervisor of the court bottles beer in the Pabst brewery. King Polixenes is a hosiery knitter, Camillo, a truck driver. One of the lords is a plumber and the old shepherd a molder. King Leontes holds a clerical position in an insurance office. Only one of the boys of the cast has gone beyond high school. Two of the women in the group are attending State Teachers College. One member of the cast is a stenographer, one a hairdresser, one a clerk; the rest are at present unemployed.

The drama activities promoted by the Extension Department each year are becoming a more important part of the city's social center program.

Recreation in Westchester County

An experiment in county recreation organization in successful operation for more than ten years

By E. DANA CAULKINS

"DID YOU have a good time?" This question, with its answers of varying enthusiasm, recurs innumerable times on the lips of all of us in friendly intercourse, especially during the current vacation months.

Questions which never occur to us are: "Are you capable of having a good time? Have you realized your potentialities of happiness? Has this advanced society placed at your disposal the means of satisfying your innate love of play? And, given the means, has your up-bringing been so conditioned as to make response possible?"

The answer for most of us is probably, and alas, "No"! Some years ago the reply in the negative would have met with indifference. Nothing could be *less* disturbing than the suggestion that we had "nothing worthwhile to do" in our spare hours. After all, gaining a livelihood or keeping house or striving to out-do someone else in a chosen profession provided more than sufficient activities with which to fill the day.

But recognition of the inevitable increase in modern man's idle hours, and of the harmful and costly character of many of today's leisure time pursuits, calls for a restatement of the "good time" formula. The public seems on the whole to be unaware of this necessity, but here and there the idea is constantly creeping up. We find, for instance, in a recent issue of one of the country's most highly respected literary periodicals, a discussion of what "an entire nation which has never learned to play" is going to do with the "great gift of leisure," the wise use of which constitutes "the most important influence on the future course of our civilization." ("The Lost Art of Play," Ernest Elmo Calkins, *Atlantic Monthly*, April, 1933.)

Again at about the same time, there was reprinted from *Teachers College Record* a paper "Training for Leisure," by George A. Lundberg of the Department of Sociology of Columbia University, in which the question: "What will people do with this constantly increasing leisure time?" is discussed on the basis of being "at least as challenging as any (question) now occupying the attention of social scientists."

Whether the wise use of leisure is termed the "art of play," the first writer's designation, or is characterized as a legitimate object of scientific study, Dr. Lundberg's contention, matters little Play or science, the fact remains that leisure is becoming ever more important in the scheme of things.

Today, awareness of its growing importance is a matter of more or less general recognition. Ten years ago only those with unusual acumen could foresee the coming necessity for community action on the subject. Towns and cities here and there awoke to the increasing need for recreational opportunities offered at the public expense. Standing out as a conspicuous pioneer was one large group of communities in the East, comprising cities, towns, villages and farm districts where a far-flung and ever-active public recreation program was put in motion. Westchester County, lying north of New York City between Long Island Sound and the Hudson River with a total population of 521,000, instituted such a program in 1922.

The progress of the Westchester County

Mr. Caulkins has been prominent in recreation for the past twenty years. Formerly associated with the National Recreation Association, he is now assistant as vice-president to Gustavus T. Kirby, President, Public Schools Athletic League, New York City. He also serves as head of the Division of Recreation of the Adjustment Service of the American Association for Adult Education, and is organizer of, and lecturer for, the Wingate Athletic Lectures. In his home community he acts as Chairman of the Youth Emergency Activities Committee of the Children's Association. Mr. Caulkins' endorsement of the Westchester County Recreation Commission is founded on disinterested observation as a resident of the county and on occasional contacts as friendy advisor.

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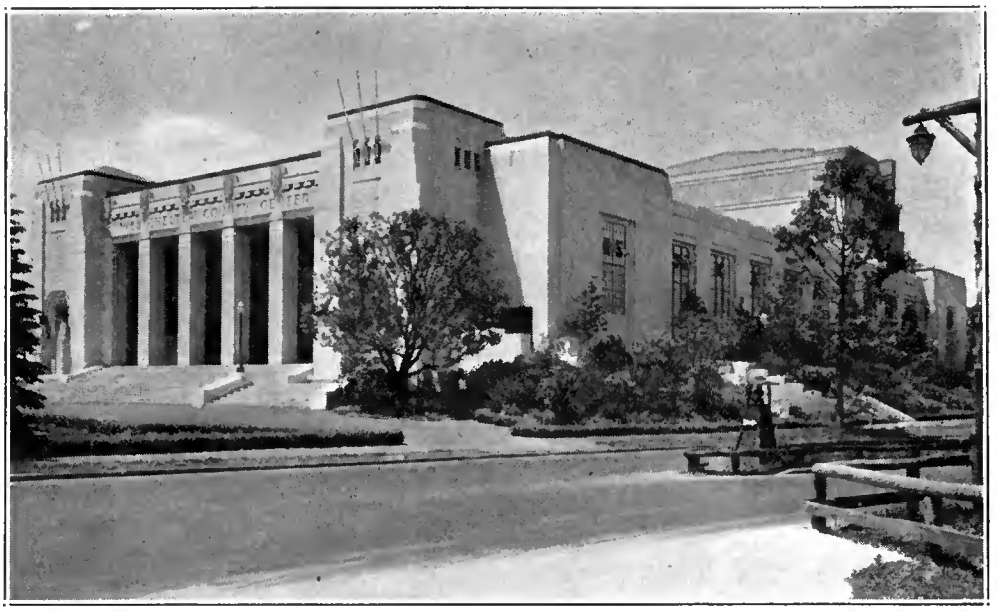


The County Center which houses the Workshop and many of the activities of the County Recreation Commission.

Recreation Commission has been watched with some eagerness by those who appreciate its significant contribution to community life. Serving as a model not only for local recreation boards within the county boundaries, but for communities wherever thought is given to organized recreation, the Westchester Recreation Commission fulfills an important function. The statistics alone are noteworthy, revealing that approximately 26,700 men, women and children engaged regularly in the leisure time activities sponsored by the Commission in the year ending last December.

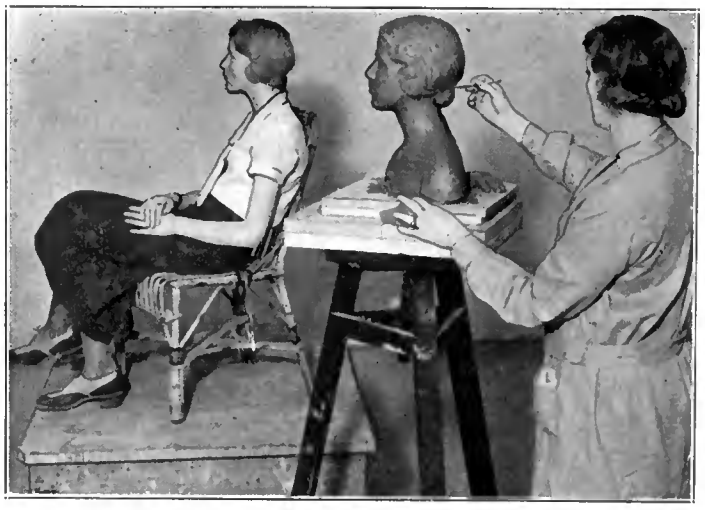
Recreational Arts

The outstanding accomplishment of this group, however, is its successful experiment with the cultural aspects of recreation. Among the county's residents, from childhood to old age, the Commission uncovered an unsuspected urge to participate in the various forms of creative expression: art, sculpture and the crafts, music, the dance, drama and writing. Here, indeed, were hobbies worthy of wide development. Judged by Dr. Lundberg's criterion, they seem to fulfill the four main requirements of a desirable leisure pursuit, which are, to quote again from his paper on "Training for Leisure," as follows:

"(1) It must have the capacity for being relatively permanetly interesting; (2) It must be as different as possible from the activities which our station in life forces upon us; (3) It should as far as possible have both its origin and its fulfillment in the individual himself rather than in invidious coercions of the social or the economic order; (4) It should be at least compatible with, if not conducive to, physical and mental health and personality development."

A sympathetic study of the individuals who partake in the Westchester-sponsored programs of art, music and the theater, reveals to what extent these occupations are (1) interesting, (2) different, (3) spontaneous and (4) wholesome. Oblivion to all but the canvas and the model, the sheet of music, the half-finished piece of pottery, or the play-script, marks the faces of followers of these pastimes. Their spontaneous interest is undeniable. As for the second requirement, difference from routine activities, a survey of the personnel of art classes, choral and other groups, discloses the presence of men and women from every profession and trade. The housewife, the lawyer, the stenographer, the mechanic, find new fields opened to them through the facilities placed at their disposal by the county-wide organization. Perhaps talents that were tentatively encouraged in school days have remained latent throughout a maturity which would have been enriched by their development.

For many it has been proved that the most satisfying relaxation from socially obligatory activities is to be found in practise of the arts. Again, a glance at the participants is revealing. The refreshing influence of the hobby is convincingly expressed on the faces of those departing from rehearsals or periods of study. They appear to come away from the workshop with a new lease on life; hence, the fourth rule for a desirable leisure pursuit, health and personality development, is observed.



Classes in sculpture are arranged at the Workshop for all interested.

Services to Communities

Long before this four-fold definition had been formulated, the Westchester County Recreation Commission was engaged in providing people with opportunities for just such "desirable leisure pursuits." Its essential functions, however, were and are to promote recognition of the necessity for worthwhile forms of leisure time activities among the citizens of every community within the county's borders and to organize the county's resources toward provision for this necessity. Thus, in 1932, the county organization set the pace for thirty-four local recreation groups, active in as many widespread Westchester communities. Invaluable assistance other than that of an advisory nature was given many of the local bodies. The training of playground directors; the preparation of budgets; the selecting of recreation executives; the instigation of campaigns resulting in appropriations of necessary funds; the calling of meetings of interested citizens, village trustees or education boards; the formulating of programs—these are a few of the services rendered community recreation agencies by the county commission. The county program gave support to and set standards for the local programs; the local programs largely made possible the county program, establishing an ideal system of interdependence.

In addition to specific services to each city and village there are a number of general services to all communities rendered by the Commission which should be mentioned. For five years, for instance, when numerous communities were starting local summer playgrounds, which last year reached the number of 103, the County Recreation Commission conducted a ten-weeks course for the training of playground leaders. Mount Vernon, Yonkers, Port Chester and Eastchester subsequently started similar courses for their own workers when the number of workers became sufficiently numerous to justify the offering of a local training course. In each of these courses several members of the county staff were used as instructors. In June of this year, at the invitation of the Mount Vernon Recreation Commission, all local recreation commissions offered a training institute for summer playground workers. The program for this institute was set up by the staff of the County Commission and all-year-round executives of local places collaborated in the instruction.

During the summer months specialists on the county staff visit local playgrounds and assist local directors in their work. This assistance is particularly effective and needful in the smaller communities where the funds allowed for recreation are so small that well trained and experienced employees cannot be secured. Last summer there became available certain funds for the employment of white-collared workers on emergency work relief. The County Commission opened twelve playgrounds

Sketching groups often go out-of-doors in search of their subjects.

in districts where no playgrounds had been conducted before which were supervised by such emergency workers.

In addition to the communities in which organized recreation has been made possible through the constant assistance of the County Commission, there are many smaller communities in which public recreation projects are attempted from time to time. The County Commission is depended upon a great deal in connection with such special projects. Many of these are undertaken by the public schools. From time to time in nearly all of the communities crises occur when the service of an experienced outside agency is much needed. For example, when an executive leaves his position or is discontinued, the staff of the County Commission is depended upon to render local assistance in the interim between such time and the selection of a new executive.

For several years a circus wagon travelled about among the various towns of the county.

The services of the county agency are extremely valuable to local districts from the point of view of economy. Recently it came to the attention of the County Commission that one village had spent $3,000 for a summer playground program which could have been effectively carried out at an expenditure of no more than $1,200. A program involving this sum was outlined there for this summer.

Only a centralized, efficient and experienced organization such as the Westchester County Recreation Commission could undertake the task of competently advising and helping in the local programs, conducting at the same time a year-round project of its own. The work of the Commission, supported by appropriations of the Board of Supervisors, is entrusted to a staff of experts in their respective fields, with George Hjelte, Superintendent of Recreation, in charge of the program. The Commission itself is made up of five prominent Westchester women: Mrs. Eugene Meyer, Chairman; Miss Ruth Taylor, who is also the county's Commissioner of Public Welfare, Secretary; Mrs. Paul Revere Reynolds, Mrs. Thomas Blain and Mrs. John Tyssowski. With a singular oneness of purpose, commission and staff members have worked "to the end that an ever increasing number of people may find growth, happiness and enrichment of life through participation in worthwhile activities." In music, art and athletics, the culminating events take place in the County Center, the huge building in White Plains containing an auditorium seating 5000, a Little Theater seating 500, art studios and galleries and exposition rooms.

The Story in Figures

Told in figures, the Commission's accomplishments for last year are impressive. Seventeen indoor and outdoor sports drew out over 9500 as contestants in county-sponsored events, attracting a total attendance of 70,000 spectators.

Music as recreation provided the next largest number of Westchesterites with a worthwhile leisure time pursuit. About 6500 amateur musicians took part in weekly rehearsals for local concerts and Spring festivals at the County Center. Of these 1600 were adults belonging to twenty-seven different choral societies affiliated with the Westchester Choral Society, which presents the Music Festival annually; 3600 were school children of the county organized in eighty-two districts to take part in chorus, orchestra or band of the Junior Music Festival; 900 were Negroes whose weekly meetings to sing spirituals and oratorios culminated in the yearly Song Jubilee;

200 were amateur members of symphony orchestras; and 100 belonged to the Chamber Music Society, a laboratory for amateur instrumentalists of Westchester.

The Westchester Workshop conducted thirty-one courses at the Center for 1300 individuals under the direction of Mrs. Chester Geppert Marsh, the first head of the Recreation Commission prior to Mr. Hjelte's appointment. Classes included all the graphic arts, sculpture, commercial art, every craft, creative writing, art appreciation, motion pictures photography, stage-craft, interior decorating, marionette making, furniture making and other forms of inventive design. According to figures on attendance, the following proved most popular: pottery, sculpture, mixed crafts, creative writing, loom weaving, leather work, jewelry making and painting. To encourage art activities, the Workshop cooperated with the Westchester Arts and Crafts Guild in sponsoring art exhibitions by well known county residents; over 7000 individuals visited the Center gallery during the course of the season.

That the theater and dancing were also proved indispensable in a community's recreation program was revealed in the Commission's 1932 report. Twenty-seven Little Theater groups were affiliated with the Westchester Drama Association, sponsored by the Commission, with a total membership of about 1350 men and women. In dancing, twelve local studios participated in the Commission's county-wide Dance Festival inaugurated a year ago, and one hundred young women and children were enrolled in the Commission - sponsored, weekly classes at the County Center.

In addition to organized sports, outdoor activities included the organization of one hundred and sixty walking enthusiasts into the Westchester Trails Association which conducted hikes and outings during the season. Almost 800 boys and girls were enrolled in the camps conducted for the benefit of county residents by the Commission, while 6000 children participated in playground programs under Commission direction.

When this statistical summary of the Westchester Commission's activities during 1932 was submitted to the County Board of Supervisors this Spring, there was presented with it an introductory note by Mr. Hjelte, without which the record of accomplishment is incomplete. In part, he wrote:

"In keeping before the public the appeal of, as well as the opportunities for, participation in music, drama, art and outdoor recreations the Westchester County Recreation Commission is rendering a service much more vast than is indicated by the year's statistical record of actual participation in or attendance at organized activities. Witness for example the cumulative effect of the organization of a Chamber Music Society, an activity introduced into the program of the Commission during 1932. Although this society may hold only a few meetings the word-of-mouth publicity and the wide-spread newspaper mention of its activities has an immeasurable effect resulting in greater attention to home music and more and more incentive to musical education. . . . .

"The increasing dependence of the American people upon inexpensive recreation, as a result of the economic depression, and the vastly increased leisure which our people now possess, present both a challenge and an opportunity to the public recreation agencies. Unquestionably the public will demand of its government, local and

(Continued on page 251)

Music as a popular form of leisure time activity ranks second only to outdoor sports, drawing large numbers of participants.

Self-Supporting Craft Projects

A few suggestions for reducing the cost of your handcraft program to an absolute minimum.

By CLARENCE R. BUCK
Supervisor of Maintenance and Handcraft
Department of Public Playgrounds and Recreation
Reading, Pennsylvania

THE MEANING of self-supporting is "to maintain itself or be independent of outside help." As applied to playground projects this definition is seldom fulfilled in its strict sense for the reason that all materials entering into a project have some monetary value, and finished projects are rarely sold. This is not because they are unsalable through lack of merit, but because of sentiment a child is reluctant to part with his work. I am therefore offering you an alternative. In many projects, if materials at hand are assembled by the director they can be furnished at so low a cost as to bring to the sponsor the same results as would a self-supporting craft, with the added advantage that the child may keep the result of his handiwork.

Near me as I write this is a good looking vase, an adaptation of those cut paper horrors called mosaics. Its purpose was to contain olives or pickles. On the playground it was painted with asphaltum varnish, sprinkled with sand sifted through an old fly screen and embellished with a red rose cut from a wall paper sample book. The varnish cost eight cents a quart — enough for forty jars. Next to the vase is a burlap carrying bag. Before its introduction to the playground it graced the top of a potato barrel. The bag is ten inches square in size and dyed a deep blue. It has a white oilcloth Scotty appliqued on one side and is a useful and attractive project. Coffee bags of very fine burlap, large enough to supply material for ten bags of this size can be purchased for five cents. Dupont sells dye at five cents an ounce, and one ounce of blue will dye fifty bags. This bag, made by a well known commercial company, costs 16 cents.

There is at the present time a vogue for toy furniture. All the magazines are full of it. A bedroom suite may be made of clothespins and cigar box wood. The four poster bed is made by joining four whole pins together with four sticks forced into the slot of the pins. Table legs are made by sawing off the prongs of the pin at the end of the slot. The front legs of the chairs are

Courtesy Extension Department, Milwaukee Public Schools

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made in the same manner, while the back legs have one prong cut away leaving the other to form the back of the chair. The dressing table legs are made in the same way as the chair legs. The oblong mirror from a handbag may be fastened with adhesive to the back legs, and a creditable dresser results. Clothespins are selling at ten cents a gross.

A five gallon oil can, found in every home garage, would yield four attractive colonial candle sconces. In all of the handcraft classes conducted by the Department of Public Playgrounds and Recreation tin is used as the medium in metalcraft. This is one of the most appealing of crafts and requires very simple tools. A hammer, twenty-penny nail, a quoit—the hole in it is ideal for drawing shallow dishes—and a block of wood comprise the list of tools.

One of the materials for handcraft purposes is sisal—the bristly straw-colored rope used to tie rough packages. This makes excellent rugs, carrying bags, belts and moccasins. If purchased commercially it costs 35 cents a pound, plus carrying costs for the colored materials. Sisal in the natural color at your home town wholesaler costs ten cents a pound in 50 pound reels. We made a reel by driving two large nails into a stick of wood one foot apart. We wound twenty-five turns on this reel, stirred the half pound hank in a bucket of Dupont dye, and threw it out on the floor to dry. By this process, for ten cents or less, a fine pair of moccasins may be made. (We use the three basic cold water dyes in the projects described.)

In one instance, we conducted a class which was entirely self-supporting—a leathercraft class for Scouts. This class confined itself to one project—a small coin purse—and the boys literally made a barrel full of them, and sold them at ten cents a piece, to pay their way to camp.

Handcraft for the Unemployed

Two years ago, when it became necessary to make provision for the unemployed who were walking the streets, the Department of Recreation opened a number of recreation centers, some of them rooms 20′ x 40′. During the first week or two activities were limited almost exclusively to card playing and the rooms were jammed. Then we tried handcraft. A work table 3′ x 10′ sufficed for a start. The Police Department contributed some confiscated stills, and with a few simple tools the first ash trays were hammered out. I made the first dozen. It took nearly two days as much time was spent answering questions and arousing interest. We sold the trays to a bridge club at 30 cents apiece. The actual passing of money in that transaction showed the possibilities of this new activity more quickly and more surely than all of our talking had done, and during the next week ten men were busily engaged at work.

The men were given the entire proceeds of their sales without any deduction for materials. In a month we had exhausted both the material supply and the market for ash trays, and we settled down to a real business basis. First we expanded our line to include really ambitious sconces, and next we hit on a miniature mine in the shape of city and state seals one foot in diameter. For this we were obliged to buy copper which we charged against sales. The worker was able to earn around two dollars a day.

During the winter of 1932-33 we expanded our activities by creating a craft shop. With $100 borrowed from a local philanthropist, we bought some of the fine home shop machinery now on the market, and put ten men to work making toys for Christmas. A business set-up was organized which any commercial firm would be proud of, with a sales manager and assistants, a shop foreman and a general manager. The product was so finely finished that it sold on its merit alone, and the demand was so great that it kept twenty workmen busy every day until the night before Christmas.

Immediately after Christmas Easter novelties were gotten under way. It was an easy transition from Christmas to Easter novelties. Then came the jig-saw puzzle craze and an order for 100,000 puzzles swamped the shop. Die-cut puzzles are becoming too competitive and the shop foreman, seeing the beginning of the end, is preparing to market a new paddle game. Wishing to protect the game, we made application for copyright and discovered that the game was fifty years old. And that is just another reason why it is so difficult to discuss *new* craft work! But it is not important that it shall be new, when a revival or adaptation of an old friend will give the desired result!

NOTE: Readers of RECREATION interested in the miniature furniture Mr. Buck describes will want to secure "Cigar Box Furniture," published by the Association which contains patterns for making seven pieces. Price $.20.

How to Produce a Play

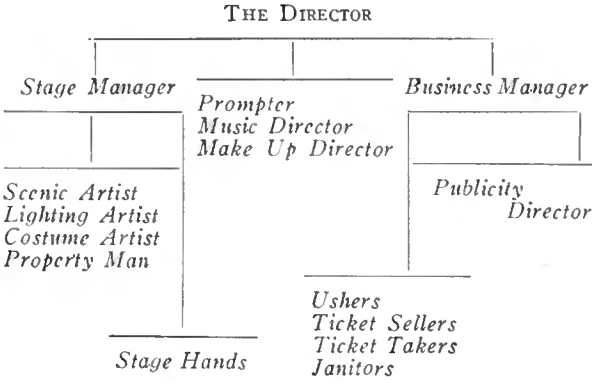
By JACK STUART KNAPP
National Recreation Association

Organizing a production is not a "one man job"!

If a play is to be successful many details must be arranged with the greatest care and the help of many people enlisted. Mr. Knapp offers here suggestions for organizing a production and outlines the responsibilities of the various members of the producing staff. In the September issue of the magazine he will discuss the subject—"Rehearsing for Stoge Position."

A PRODUCTION in which the director tries to do all the work will never be a success. Nothing is more pitiful than a flustered director attending to all the minor details of a performance and at the same time trying to put up scenery, lighting equipment, secure properties, make up actors, and pin costumes on nervous Thespians.

It is impossible for one person to do all of the work connected with a production. A successful production requires careful organization. This organization is often called the producing staff. A simple organization plan for the producing staff is illustrated below:



It is quite possible, and some times desirable, that the same person fill three or four of these positions. For instance, the same man or woman might be business manager, publicity director, and music director, or costume artist, make-up director, and lighting artist. Some of the actors with small parts may fill the less arduous positions. The director, however, should see that some one person occupies each position, and that every one works. Otherwise on the night of the performance the scenery, the furniture, or the audience will be missing, depending upon which responsibility the director has forgotten or neglected.

Each member of the producing staff has certain definite duties.

The stage manager works in close cooperation with the director. He supervises and coordinates the work of the scenic, lighting and costume artists and the property man. He recruits and rehearses the stage hands who set the stage, shift the scenery, move the furniture, and pull the curtain at his direction. He manages the stage the night of the performance, seeing that each member of the staff is on the job, that the actors make their entrances on time and that all details are carried out.

The business manager makes out a budget for the production and authorizes expenditures, pays all bills, royalties, secures the hall for the night of the play, has charge of the ticket sales and ticket sellers, takers, ushers and janitors. He cooperates closely with the publicity director.

The publicity director secures publicity for the production by means of posters, newspapers, announcements at meetings and publicity stunts. He has two jobs—first, to make the community aware of the production; second, to make them want to see it.

The scenic artist designs and secures the scenery for the production. He may have to build it, paint it, rent it, borrow it or steal it, but he is responsible for having it at the theatre for the dress rehearsals and the production. (The stage manager with his stage hands puts it up.)

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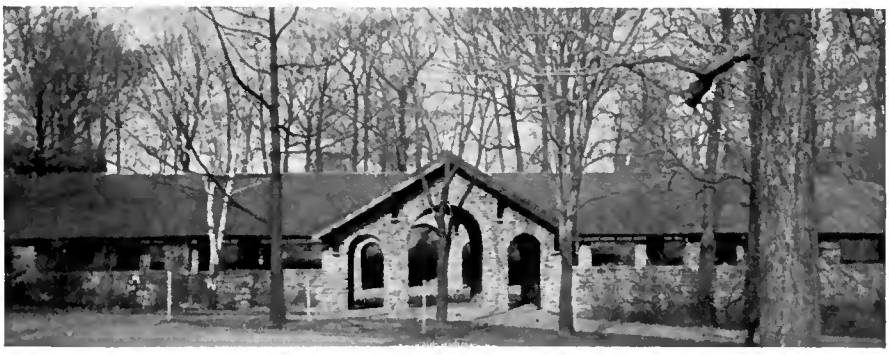
Facilities for Good Times



Buildings are not absolutely essential to good times but often they are assets.

BUILDINGS and other facilities which are to be found in parks and playgrounds provide a setting for the activities carried on and help materially in creating a spirit of friendliness which should characterize the center. It is therefore important that buildings and facilities shall be suitable in construction for the purposes for which they are to be used. The more successful they are in securing the natural effect which "smacks" of the out-of-doors, the more popular they are likely to prove.

The Evolution of a Shelter House

When park construction started in 1904 in Watertown, New York, a horse corral was built near the summit which was used extensively during the days of the horse drawn vehicles. This corral, 165 feet long, 104 feet wide, with circular ends at a radius of 50 feet, was enclosed by a rustic stone wall laid in Portland cement mortar 5 feet in height and 2 feet wide. When the need for a shelter for picnic parties became imperative, the city manager decided the time had come to convert the corral into a shelter house.

Piers were built on the inside parallel to and were built on top of the old wall in such a way as to make them conform with the rustic stone architecture of thirty years ago which was in excellent condition. Stone arches were placed at the main entrances and at the rear entrance leading by way of stone stairs to the wading pool at the summit of the park. The area between the two sets of piers at the tops is framed with heavy timbers and roofed with wood shingles. Wide cornices with medium flat roof were designed and built to fit the surrounding beauty of other buildings of the general landscape scheme. In order to conform with the stone structure in places, it was necessary to go about three miles from the park and draw the stone from an old fence which had previously been built from stone taken out of the gravel pit. These stones were flat and of unique thickness with round smooth edges.

The work was done entirely by relief labor except for three regular park employees, handy men who were readily taught by the park superintendent the necessary procedure for laying stone walls of rustic type. In this process it was necessary to use warm mortar and all of the stones were preheated before laying. The carpentry work was carried on under the supervision of one paid foreman who utilized the labor of several fairly experienced carpenters selected from the general welfare list.

A Cabin for Year-Round Use

School clubs, church classes, Boy Scout troops, women's clubs, hiking clubs and unorganized groups of people getting together for parties have found in Beras Den Cabin at Mill Creek Park, Youngstown, Ohio, a building which is suitable for both winter parties and summer picnics. About fifty people may be accommodated in it at one time. A. E. Davies, Recreation Director, described the building.

Constructed of special 2″ by 8″ ship lap siding and rounded on the outside, the building which is 30′ long by 20′ wide, resembles a log cabin. It has been covered with creosote rather than paint in order to give it a weathered appearance. Three of the side walls are entirely removable, having been built in sections held in place with lag screws. This permits the cabin to be thrown open during the summer months. No furniture is provided other than picnic tables and benches.

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A large fireplace has been built in the solid end of the cabin and a grate for cooking is provided which can be swung out of the fireplace when not in use. An iron coal stove placed in the cabin during the winter months helps to heat it. At present kerosene lanterns are used for lighting, but as this is not a wholly satisfactory method other lights will probably be installed.

No charge is made for the use of the cabin, but a deposit of $5.00 is required when keys and a permit are obtained. No caretaker is employed and each group is expected to leave the cabin clean and in order for the next group. The duplicates of all permits are posted for the benefit of park guards who make at least one trip to the cabin whenever a party is in progress. These guards collect the permits, take attendance and make an inspection after every party. A report of the condition of the cabin is made to the park office before the deposit is returned. Any expenditure made necessary by a group's carelessness is deducted from its deposit. Thus far it has been necessary only once to retain part of the deposit, and in that case the damage was slight and purely accidental.

Advance reservations for the use of the cabin may be made by telephone, but whoever makes this reservation must come in person to the park office to post the deposit and obtain the keys. A copy of the rules governing the use of the cabin is given out with each permit. The cabin may be used any day between the hours of 6:00 A. M. and 11:00 P. M.

The original plan of removing the side walls of the cabin and throwing it open during the summer has been modified because of the large number of private parties wishing to reserve it during the summer months. Instead of removing all of the side walls, merely the middle sections of each side are taken out and replaced with sections of screen. The cabin is then operated in the same manner as during the winter months.

Attendance records show that the cabin was used during 1932 by 279 different groups — a total of 9,087 people.

The Camp Fire Circle

Youngstown has another splendid aid to good times in its camp fire circle which is bringing many people out-of-doors to enjoy an evening of fun.

In July, 1931, Volney Rogers Playground held its first camp fire program in a corner of the ground. The program was purely extemporaneous and consisted of the telling of stories by the playground leader and the singing of a few songs by the group around the fire. So popular did the innovation prove, however, that another camp fire was planned for the following week. From that time on a weekly camp fire was a regular part of the playground program, and by the end of the 1931 season between 150 and 200 children were attending.

With the increased attendance it became impossible for all of the children to see and hear the program, so before the beginning of the 1932 season there was built in a small ravine at one end of the playground a camp fire circle consisting of bleacher seats arranged in a small semi-circle. The ground in front of the circle was well drained and leveled to provide a place for the fire and to serve as a stage.

With the first program in the new circle, it became evident that the circle had been made too small. About 500 children attended; often the fathers and mothers of the children, as well as their old brothers and sisters, became interested and began to attend. Gradually the camp fire program evolved into a weekly neighborhood night. The final camp fire of 1932 attracted about 1,200 people, about 50 per cent of them adults.

After the first camp fire program the programs were always planned in advance. Stories, simple plays, stunts, pyramids, tumbling, Indian club drills, group singing, solos, individual dance numbers and occasional instrument music by amateurs from the neighborhood, made up the program. The playground children themselves did most of the entertaining, and those who had a part each week spent much time practising. The camp fire lasted about one and a half hours, starting at 7:30 P. M. and continuing until 9:00.

"We reap what we sow. Today we are inclined to neglect matters spiritual, and character building efforts, and to emphasize relief only. Cutting budgets dealing with this service is short-sighted and socially criminal. One dollar cut today will cost one thousand dollars twenty years hence." — *Judge Jonah J. Goldstein,* in *Better Times,* May 15, 1933.

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Parks Which Serve the People

By PERK WHITMAN
Assistant Supervisor of Recreation
Oklahoma City, Oaklahoma

A Park Department makes recreation for the people its chief objective.

DURING RECENT YEARS of economic depression cities have looked to their parks as one of their chief recreational agencies and extension programs have been in operation.

Oklahoma City's parks, of which Donald Gordon is Superintendent, recorded more than a half million visits during the twelve weeks they were open last summer under leadership. The cost of the recreation provided for the summer was 1.3 cents per individual. Many forms of recreation were introduced, and it was found that thousands who took little or no part in the daily routine of sports found relaxation and enjoyment in the weekly or semi-weekly community programs presented in the evenings, which con-

A Massachusetts city gives its playground a setting of rare beauty in a local park.

sisted for the most part of local playground talent. Some of the programs included dance recitals by schools of dancing, band concerts and other professional or semi-professional entertainments. Few of the programs, however, were received with more enthusiasm than the dramatic presentations planned by the playground supervisors for the boys and girls of their immediate communities who took part in them.

So successfully did the Park Department conduct its program last summer that the entire city has become "park conscious." The Chamber of Commerce has seen in the parks one of the city's greatest assets and is standing back of the work. Organizations of various kinds are reserving dates for open air entertainments, tournaments and play festivals, and the general public is supporting the program.

The Park Department is making every effort to justify this confidence. The number of park playgrounds has been increased from twelve to twenty-two, the number of supervisors more than doubled, and a full time recreation director secured to organize activities. Many parks have been improved, redesigned and rebeautified during the past year and more flowers, shrubs and trees planted about the parks to balance the areas used exclusively for play. One of the greatest improvements made by the Park Department was the construction of a beautiful Shakespearian garden at one end of Memorial Park. In this garden stands a bust of William Shakespeare donated by the Shakespeare Club of the city. In connection with the garden is a huge amphitheater where the club plans to present several productions during the summer.

When the new superintendent of recreation, G. W. Danielson, assumed charge early last April, he opened ten of the parks for play after school hours and on Saturdays and Sundays with play leaders in charge. More than 57,500 visits were recorded in these ten parks during the first four weeks, and in that period a city wide marble tournament was held. A city and state wide play day conducted to celebrate the opening of all the city parks on May 27th provided an unusually extensive demonstration of recreational activity. The Chamber of Commerce invited every city in the state to take part in the wide variety of activities offered at the opening, and thousands of people poured into the city by rail and airplane. Golf tournaments, motor and sail boat races, horseshoe tournaments and the presentation of a number of outdoor dramatic and musical programs supplemented the regular schedule of individual park activities.

In preparing for the opening of the summer playgrounds, more than 120 playground directors attended a two day training institute at which programs for the entire summer were outlined. It was decided that each park will have a community program every week to balance the sports programs. Fourteen of the twenty-six park playgrounds are equipped with wading or swimming pools and unique natural rock shelter houses, dressing rooms and handcraft shops. Numerous water carnivals are planned and several city wide contests in which handcraft will play a major part. Some of the events in prospect are soap carving contests, a lantern parade and contest, and bird house building contest. The making of model sail boats will be taught in handcraft shops and the boats will be used in individual park water carnivals. The sports schedule for all the parks will include city wide competition in croquet, volley ball, horseshoe pitching, soft ball, baseball, bowling on the green, tennis and soccer.

The Park Department's program will be conducted during the entire year and in the winter checkers, dominoes, bowling, skating and basketball tournaments will be introduced. Early in December there will be a city wide toy making contest resulting in the assembling of thousands of toys to be distributed through the welfare organizations.

"Happily there has come into being a great diversity of recreative activities. Only a few years ago when we talked of recreation a very limited conception was held regarding that which constituted recreational activities. We thought particularly of athletic sports, team games and such. Today we find to our delight that a much broader viewpoint is held. Recreation means many forms of expression such as camping, hiking, swimming, archery, nature study, folk dancing, dramatics, pageantry, music, participation in arts and crafts. . . . Thus there is a prevasiveness of content and in participation that is most wholesome and propituous, as it makes room for thousands where the more restricted activities have limited participation."—*George J. Fisher* in *The New Leisure*, "Scout Executive," April.

Where Volunteers Are Helping

By
EDWARD J. RONSHEIM
Recreational Director
Park Department
Anderson, Indiana

Courtesy New Jersey Municipalities

Park officials in a number of communities are turning to volunteer leaders for help.

IN 1932, ANDERSON, Indiana, had ten recreation leaders employed on a full time basis. The city had year-round caretakers at all the parks and a trained force at the municipal pool and golf course. There were extra men who moved from park to park doing the repair work, and still others were in charge of Athletic Park. Thirty-six hundred different children were in attendance during the summer, there was a total attendance of 250,000, and 10,000 enjoyed the weekly swimming. Our program was satisfactory and our plan worked well.

The Problem

But 1933 is another year! New tax laws, terrific cuts forced by a group of taxpayers, losses in revenue at both municipal plants, brought the park budget down to 18 per cent of its previous total. The same taxpayers had forced reduction in library hours and had decreased the school year to eight months. There was no money to spend. And on top of that came a flood which did heavy damage to half our parks.

What was to be done? Were 7,500 children to be dumped on the streets from May 12th to September 12th?

One recreation director was appointed early in April. There were five weeks to go and nothing to spend except an amount less than $100 which must cover all expenses for the rest of the season!

What to Do About It!

Years of experience in the Y. M. C. A., in scouting as camp director and in finance campaigns were reviewed. From it all come one practical suggestion—a volunteer program alone could help. We went about it.

A careful new survey was made of annual reports from other cities. Costs, workers, playgrounds, types of work, all were considered before the first effort at program building was

made. Then we listed those things which must be included—two baseball leagues, tennis, horseshoes, the weekly free swim periods for boys and girls, overnight trips, playground ball, handcraft, storytelling, athletic meets, special program for adults, apparatus play, mass games, enough special activities to keep us out of a rut, rope jumping, hopscotch, jacks, music, exhibits, and all the other activities so familiar to recreation workers. A skeleton program was prepared, and with it was listed the necessary leadership.

Both newspapers were interviewed—they had always given the finest cooperation. In the emergency they carried article after article, first page copy, which detailed our plight without any effort at "fooling the public." We were "broke" and admitted it! We knew what to do but could not do it without help, and said so. There were 7,500 children with 10,000,000 play hours. How would they use them?

The ball was set rolling.

Securing Volunteers

The Central Council of Parent-Teacher Associations approved our plan for volunteers. The city has fifteen schools. Six are so located that they cannot be of much help to our parks which are at the edge of the city. We appeared before various groups representing the nine other schools and told our story. Each named a chairman to whom we related our needs and the way in which we hoped to meet them. Nine energetic women started lining up workers who must pass two tests—ability and loyalty.

By that time two weeks had passed and vacation was only two weeks away. We needed men. The boys themselves were given the responsibility of finding managers for baseball teams. In thirteen cases they made good. A local organization furnished two veterans of the game to act as umpires at our baseball games—not an easy assignment in our leagues, but it is now being done by volunteers. The Scouts volunteered to help in handcraft and hiking, and the Y. M. C. A. joined us at track meets, swimming and playground ball. Other groups accepted responsibility for storytelling.

Another week had gone and we still had to meet our workers, complete our program and secure equipment and small articles for awards where they were to be used. Publicity continued every day. Our radio station, WHBU, not only gave publicity but accepted the task of putting three city-wide contests on the air as an award for winners at the various parks. A theater gave us a thousand tickets. One factory helped with baseballs, while another found 400 excellent substitutes for Indian clubs to be used in games. A third plant discovered additional supplies for our use.

As the days passed night work made possible the shaping of the program until every day of the entire summer was scheduled on paper. The plan for using workers was never charted in black and white but was allowed to develop without the strain of being translated from an office dream to a park reality! And while other details were being worked out a continual check up was made on the corps of workers and the chairmen were not allowed to forget their responsibility.

Soon the time arrived for the first test. The volunteers were called together to meet the recreation director. During the preceding ten days one of the papers had been running two or three games each day—"A Game Each Day for Park Play" was their caption. And so when we met with the volunteers they were prepared. A typical afternoon program was outlined, games were demonstrated and our hopes for the summer were presented. Then questions and suggestions were in order. The chairmen furnished us with a list of workers and the schedules under which they would work.

At Edgewater, one of our most important parks, a teacher trained in park work took charge, having volunteered full time service for the summer. At Riley, another important center, three teachers of real ability shared a full time program. At Stanton, the third of our large parks, its was planned that our women volunteers would take a week at a time, the first four and most difficult being assigned to leaders formerly in the paid service of the park department. Other centers used two women each day, with each pair repeating every other week. Each worker was to give her time as best she could. A supervisor of girls' activities offered her services for the summer.

Activities Begin

And now school is over and the program goes into operation. The volunteers have not yet been called on. We have given them two weeks to become acquainted with working tools, to drop in to see what goes on, to meet the children and

(Continued on page 252)

Mobilizing the Choral Forces of the Community

IN EVERY town and city there is a reservoir of vocal music in existing choral organizations, and in the numerous individuals who have had training and musical experience in schools and colleges. The fact that in the great majority of instances it is largely or wholly neglected is a distinct challenge to everyone concerned with music education. Music is one of the great common denominators in civic life, and those responsible for its furtherance should see to it that the latent forces and untapped sources of musical talent are utilized; that singing groups and individuals, old and young, who have in various fields developed an interest in singing, are mobilized and organized to sing some of the great masterpieces of choral literature.

Three highly desirable objects are attained by such a procedure. First, those who participate never fail to continue to appreciate more keenly the finest of music, and find keen satisfaction and an emotional outlet in the making of music. Second, the production of a master piece by a great chorus of trained singers always produces a thrill in the lives of those in the audience, who in turn become more appreciative of music because it is produced by persons of their acquaintance. Third, continued working in rehearsal on these master compositions simply for the joy of singing with others and producing great music, without thought of compensation, creates an atmosphere in the community that is of inestimable value.

Desirable as these ends are, it must be admitted that their attainment is difficult. Several things are needed to accomplish them. First of all, is the right motivation—which must spring from a broad vision of a true community project. Here is indicated one of the primary requirements —a factor without which no community enterprise of a musical nature can possibly be successful—that is, the inspiration and guidance of some one with proven musical ability, with musical vision that reaches beyond the borders of sect and creed, with a devotion to musical ideals that is utterly selfless, and with a zeal for work in the accomplishment of the goal desired that is little short of fanatical. This man or woman must be the motivating force, but he or she must never appear as such to the public. He or she must recognize the universality of music and must be willing to sink all individual aggrandizement in the bottomless pit of the good of the whole. For this type of musical leadership the community may well look to the music staff of the schools or colleges.

Kalamazoo's Plan

But more than a leader is needed. There must be a definite, sound plan and the means for carying it out. Perhaps a review of a recently perfected organization, and a view of the machinery used in its erection, in Kalamazoo, will be helpful to others striving to make vocal music a community enterprise. First, conferences were held with all directors of regularly organized choral

The author published in the *Music Sup* ber of the st *Gazette* which ant part in th described th Patton's refe Through Cha ness Manage underwritten community ac paper enterpr

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MacMurray College Library

The first presentation of the Choral Club, composed of church choirs and similar groups, was "The Messiah."

The essentials - broad vision, a leader, a sound plan and the means of carrying it out, and a non-partisan sponsor.

By RALPH A. PATTON
Kalamazoo, Michigan

groups to obtain their reaction to the proposition of a community presentation of *The Messiah.* When that was found favorable, the next vital step was taken—that of securing a sponsor. In a community enterprise such as this the sponsor must be absolutely non-partisan, in the larger sense of the word. In Kalamazoo it was felt that the newspaper would be the best sponsor possible. No individual, no choir, no club can assume that role successfully. Personal or group gain or advancement must be divorced absolutely from the enterprise. The responsibility was assumed by *The Kalamazoo Gazette,* which assured the enterprise neutral and effective sponsorship.

The sponsor assured, the next step was that of enlisting the support of civic leaders who were interested in the general promotion of large musical activities. This support is necesary in working out the multifarious details that always attend a large community project. Then the call went out, from the sponsor, of course, to a small group of leaders, including the directors of the choral groups, representing the various interests, to select a general executive. This executive must be imbued with the same ideal of selfless service in the interest of musical advancement as animates the originator of the project. In Kalamazoo a happy combination of executive and musician was found in one of our banks.

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Choral groups represented by the various directors furnished the nucleus of the chorus. Then the sponsor issued a call for all individuals who had sung *The Messiah,* or who felt themselves qualified to sing it, to register with sponsor as prospective members of the civic chorus. A coupon was printed in *The Gazette* for the applicant to fill out. It was emphasized that the enterprise was absolutely non-sectarian and non-creedal, that connections or politics made no difference. The sole purpose was to present *The Messiah,* using every available bit of vocal talent the city possessed.

The cards that were obtained were handed to a registration committee—all committees were formed from the musical directors—for allotment to some one of the organized choral groups for preliminary rehearsals. Directors gave a certain portion of their weekly rehearsal time to practice on *Messiah* choruses, after a libretto committee had decided on the cuts to be made and the interpretation to be used. When the preliminary rehearsals had accomplished their purpose of familiarizing the singers with the choruses, a massed rehearsal was held. At this the various directors were assigned to listen to certain portions of the chorus in order to detect weak points not discernible to the director. These were passed on to the other directors, who ironed them out in subsequent group rehearsals. Later massed rehearsals coordinated the whole.

Meanwhile the matter of a conductor was being discussed. The committee on conductor and soloists considered the matter from all angles. It

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viewed the organization as a permanent one in which the presentation of *The Messiah* and future projects as well should be considered in establishing a precedent. It emphasized the point that the club must retain its identity as a civic institution, representing equally and impartially all musical organizations, schools and churches of the city. It laid down the principle that the director should be a person of outstanding ability and unquestioned competence. The desirability of retaining a guest conductor of high reputation was considered both from the standpoint of inspiration to the singers and of the publicity obtained. Of equal importance, the committee felt, was the recognition due local musicians who possessed the necessary qualifications for directing a work as exacting as *The Messiah*, and who would be willing to serve.

The committee recommended as an established policy—and this was adopted—that the directorship should be vested in a guest conductor and a local associate conductor, the two to make mutually agreeable arrangements for collaboration in rehearsals and performances. It also advised that a wholly new committee be chosen each year to name the guest and associate conductors, the latter to be chosen from among resident directors possessing the necessary qualifications. It urged that an accompanist representing some other organization than that with which the associate conductor is affiliated should be chosen.

These recommendations, carefully followed in the light of an absolutely disinterested attitude on the part of every director on the board, resulted in the development of a chorus that was drawn from every section of the city, every creed and every race.

Members of the chorus were required to be present at mass rehearsals, and their admittance was gained and their presence assured by use of a card with detachable coupon, punched at each rehearsal. Failure to appear without excuse resulted in forfeiture of the seat. More than 400 singers were faithful throughout the project, and at the end voted unanimously to make the organization a permanent one.

It was decided to make the project self-supporting, and an admission charge of 35 cents was made. A small block of seats was reserved for those willing to pay a premium for the privilege. Two performances were given, with the house sold out both evenings.

The problem of accompaniment was solved in Kalamazoo by the presence of our local symphony orchestra from which a group was drawn to give the proper instrumental background. While there were some soloists capable of handling the score, it was thought best to bring in soloists from outside. This was for two purposes—to assure a finished and authoritative interpretation of all the matchless solo numbers, and to avoid any semblance of partisanship or favoritism in selecting local talent.

It cannot be emphasized too strongly that in all dealings the most rigid attitude of impartiality must be observed. That plane of operation, once established and made to permeate the entire economy of the project, is one of the best guarantors of success. Coupled with that, as was indicated earlier, must be a wholly unselfish devotion to the ideal of giving everyone involved the opportunity to express in music the beauty that lies in his own soul, with no thought of any advancement save which comes through the blessing of song in the enrichment of the life of the singer.

That way lies success and a broader, deeper, richer, more spiritual community life.

"Art never meant as much to me as it does today. It has proven to me, as it has to numbers of others—but particularly to me because I am an artist—that the main thing in life is one's art or one's profession. That is one thing that cannot be taken away from you. If you are faithful to it, it will sustain you in all trouble. It requires only that the artist—or the man—be sincere and faithful and enthusiastic.

"The true artist will show himself now. So many of them become discouraged by things that are exterior to their art, not connected with it. When they see the response is less, that there are fewer persons listening to them, the house before them half empty, they falter. These are the material things, and such a sad effect on the artist shows that he is not a true artist. The real artist cannot be discouraged.

"It is a joy to me always to give happiness to people by playing for them the music of great masters. No matter in what part of the world I play, it is always a joy. But here—at home—the joy is greater." — Mischa Elman, in the *New York Sun*, January 20th, 1933.

Youth Turns Natureward

By
WILLIAM G. VINAL
Western Reserve University
Cleveland, Ohio

Courtesy California Parent-Teacher Association

THE YOUTH movement in Germany is to the open road and castles. In America it is to the trail and cabins. The forestry Army is more than a means of escaping the maelstrom into which this old world has plunged itself. It is a move toward freedom. It is getting out into the open country for inspiration and a new point of view. It is a revolt against the conventionalities of life. It is a search for the realities of life, for actual experience with the laws of nature, for information first hand, and for dependable facts. The youth movement is "a philosophy of natural life."

It is not surprising that the youth of America are turning their faces toward our nationally-owned wonderlands. The utilization of our national forests and parks as retreats from heat and dust has long been in vogue, and the using of them to escape college textbooks and the academic is gaining favor in universities. Now along come the nature dilettanti declaring that instead of going to the nation's capitol this year that they are going to explore a national park of the west. Whatever their future they will forever recall the wonderful views seen during the alpine days in the Rockies or how they went up the zigzag trail singing the Alma Mater.

The kind of teaching required on a trail trip is of the easiest kind. The mountain goat, the flower gardens above timber line, and the lofty spires of the Englemann Spruce or the Douglas Fir hold interest against all comers. Some day teaching the wilderness habit will be required. Teachers will then wonder how they taught indoors so long. To assist these teachers in their adventure Uncle Sam has a corps of ranger naturalists who are amply qualified to take full charge as soon as the party enters the park.

As you roll into the Glacier Park land for example, you pass quickly from the "no tree" land of the prairies to one of the grandest forest areas of the world. If you leave the Empire Builder at the Glacier Park Station—as you probably will—you will land at a fir-log station. The Blackfeet Indians will be there to welcome you and if you have made arrangements a genial ranger-naturalist will step up and great you with a "Howdy."

You will rapidly pass to the Glacier Park Hotel with its architecture of giant firs. Your eyes will sweep from the forty five foot fir columns to woodsy lamp stands and drinking fountains. If time permits you can play a game of seeing who can list the greatest number of rustic furnishings made from trees. All this is but a fore-runner of trees to come.

You leave the Glacier Park Hotel at the eastern gateway of the park and are whisked by bus past

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mountain crags, dashing waters, and clear lakes, to the land of eternal snow. You leave the lowlands and the depression for a new world. Nestled in the valleys will be groves of quaking aspen quivering in the brilliant sunshine. In the Two Medicine country you will see the charred remains of a forest fire—a mute testimony to carelessness. Late that afternoon you will get a whiff of the evergreen scented forests of the Rockies—forests as they were when the whole continent was wild. The soil was plowed for the forests by the glaciers, the relics of which you will spy nestled in the ampitheatres high up toward the peaks. You will rejoice that you have at last seen a pure wilderness which has escaped both fire and ax.

Walking Through Primeval Forests

And perhaps one of the most encouraging things will be the simple truth-although not a widely advertised fact—that you will need to know only a dozen conifers to walk through this primeval forest with as much bravado as the more-than-average naturalist! What's more—these will be the very evergreens that you have heard about all your life. You didn't suspect it was that easy, did you? You could easily learn the list between stations enroute. In fact, I believe that the Park Naturalist would send you samples to feel of, to smell of, and to gaze at to your heart's content while traveling parkward.

Here's the list for all Wandervogel, Naturfreunde (Nature friends), or whatever name you have chosen for your party.

Simple Key for Indentifying the Conifers of Glacier National Park

Leaves needles, 1.5 inches or more in length, in clusters.
- Needles in 5's, 4 inches or less long, white pines.
  - Cones 6-8 inches, western slope to 6000 ft...Mountain Pine.
  - Cones 2-3 inches, eastern slope to 7,000 ft...Limber Pine.
  - Cones 1.5-3 inches, near timber line....White Bark Pine.
- Needles in 3's, cones and needles 4-10 inches, Lake McDonald, Western Yellow Pine.
- Needles in 2's, cones 1.5 inches, east slope to 6000 ft. Lodgepole Pine.
- Needles in clusters of 12-40, cones 1.5 inches, western slope, Western Larch.

Leaves needles, 1.5 inches or less in length, not in clusters.
- Needles stalked, appear opposite, cones .75-1.25 inches,..Western Hemlock.
- Needles not stalked, cones pedulous, trident scales, 2-4.5 in.....Douglas Fir.
- Needles blunt, up-turning, cones upright, 2-2.5 inches, Alpine Fir.
- Needles 4-angled, sharp pointed, twigs smooth, cones 2-3.5 inches..White Spruce.
- Needles 4-angled, sharp pointed, twigs rough, cones 1-3 inches..Englemann Spruce.
- Needles awl-shaped, appear whorled, cone blue "berry," .25 inches..Juniper.
- Needles soft, shady ravines, cone a red "berry," .5 inches..Yew.

Leaves scale, ⅛ inches long, fern-like.
- Scales make a flat spray, fluted trunks, moist land, cones .5 in...Arbor Vitae.
- Scales make a flat spray, prostrate shrub, open spaces, Creeping Cedar.

It won't be long before you will arrive at a Swiss Chalet Village, replicas of log cabins which have stood in the Alps for years. These hostleries are tucked away high up some mountain valley. You may chose to stay at Two Medicine, or Many Glacier, or if you like a boat ride it may be Going-to-the-Sun. Wherever you are there will be a clear deep mountain lake to mirror the peaks, and as the darkness comes out of the evergreens you will seek reveries about the camp fire and plan for a timber-line hike for the next morning with the Ranger-naturalist. This guide service is free as Uncle Sam is most anxious for you to benefit from his outdoor school room.

A Day's Hike

Can you visualize a day's hike which will be like walking from Mexico to Alaska? What a tree trip it will be! You will leave the cottonwoods in Mexico—pardon me, I mean on the plains—you will say good-bye to the Mountain Maple and Mountain Ash and the alders as the trail dives into the pine-scented forest. You may be surprised to see the self-same snowberry that grows in your backyard and no doubt but you will quizz the guide about the service berry, the Canada Buffalo berry, and the red berried elder as the pangs of hunger begin to send messages. What a thrill it will be to greet the Englemann Spruce and Alpine Fir by name! And you will recognize the Lodgepole Pine which was so important to the migrating Indian.

When you pass from the Canadian to the Hudsonian zone you will wish that you had been more

"A day well spent in the mountains is like some great symphony. Andante, andantissimo sometimes, is the first movement—the grim, sickening plod up the moroine. But how forgotten when the blue light of dawn flickers over the hard, clean snow. The new motif is ushered in, as it were, very gently on the lesser wind instruments, houtboys and flutes, remote but melodious and infinitely hopeful, caught by the violins in the growing light."

saving of your films as the open areas, with their rock slides and snow banks with frames of dwarfed wind-beaten trees, will present the most glorious views that have been the privilege of any man to behold. You will even forget that it is a hunger march as you scramble over one more grassy meadow that you may look down on the wooded slopes that reach far below to the lake or which extend in the distance to the Kootenai or to Red Eagle or to Logan Pass.

What a thrill goes up and down your spine when you reach timber line. You throw yourself on a rock pile to gaze at peaks, glacial snow fields and barren cliffs. Perhaps you sit on a mat of dwarf willows to eat your well-earned lunch. The guide assures you that the spring water is safe and you drink again and again. You feel like a graduated Coureur de Bois as you hobnob with the hardy guide. Perhaps in your mind's eye you can see Champlain or David Thompson, a fur trader of the Northwest Company. The Indians called Thompson the "Man-Who-Looks-at-the-Stars," and perhaps you, too, would not resent being dubbed the One-Who-Appreciates-a-Good View. You are in a mood to enjoy a story about the Indian girl, Sacajawea, who over a hundred years ago showed Lewis and Clark the way through this same wilderness. You will undoubtedly plea for one more story as the leader announces that you have just an hour to explore the Arctic before you dive into the darkening evergreens to get back to the chalet.

We will not take time to inspect the rock gardens for that will be our objective on the next trip. We will examine this dwarfed white-barked pine. It does not grow toward the sky, as it did in the 6000 foot zone, but here it is a tree lawn and whenever it dares to put forth an upright branch the wind cuts it off like a lawn mower. And perhaps the erect cones on the fir will catch your eye and you hasten over to feel the purple-like candles that glisten in the sun. And you will not want to miss the bearberry or kinikinic of the Blackfeet. And you discover all kinds of fantastic trees hiding behind rocks and ledges and perhaps you steal the last five minutes to basque in the fading rays of the sun which has already set in some parts of the mountains.

The afternoon tints which flush the red sandstone are turning gray at last. A chill hastens you below timber line. Your trip has been to a place of real beauty and substance. You try to tie this alpine experience to some place you have read about but your thoughts are interrupted by the ranger pointing out a Douglas fir. He tells you that it stands second in size, only being surpassed by the redwoods. It is neither fir, pine, nor hemlock. It is a tree all by itself and was named after David Douglas, a Scotch botanist. Your trip down is much quicker and you find yourself "passing in review." This is an Englemann spruce. This is the Alpine fir. And you murmur the tree friends until you meet the aspens coming up the valleys to meet you and to remind you of the chalets and the hot meal that waits to satisfy your wild hunger.

Following the meal you sit before the fire and revel in philosophy. The mountain air does that to one. Perhaps you hark back to days of exploring. Instead of trading fur and exchanging presents you swap yarns with a horse guide or you listen to a forester tell about the old days. You may write a letter home keeping it in diary form that you may again relive the experiences of a mountaineer. When the embers have burned low the ranger naturalist may invite you to a lantern talk where he shows you colored pictures of the trees of Glacier National Park.

In any case, from this time on your imagination will often be employed about the mountains and the forests that you have seen. You will find yourself trying to realize the wonderful things that you have learned about the oldest living inhabitants of the continent and you will constantly recall the picture of America as she was. You will use the day's experience when your thoughts are the highest and in the twilight hours when haunted by ideals. Whenever you get philosophical your mind will turn back to the mountains. And this is as it should be, for you have taken time to endow your being, to fire your imagination with the spirit of the mountains and the trees.

Now if going to a national park is just plain conjecture you still have your own metropolitan parks and village wild spots. You have your home town trees, pageantry of flowers, and wild animals. You have a vista that is less distant than a good-sized hike. You know old-timers who will gladly help you to see and hear. They will reminisce with you at a camp fire. And you will not be building air castles. You will be laying bricks of experiences for travel days to come. And you can be certain of this—if you cannot enjoy the nature offerings of your own bailiwick you will

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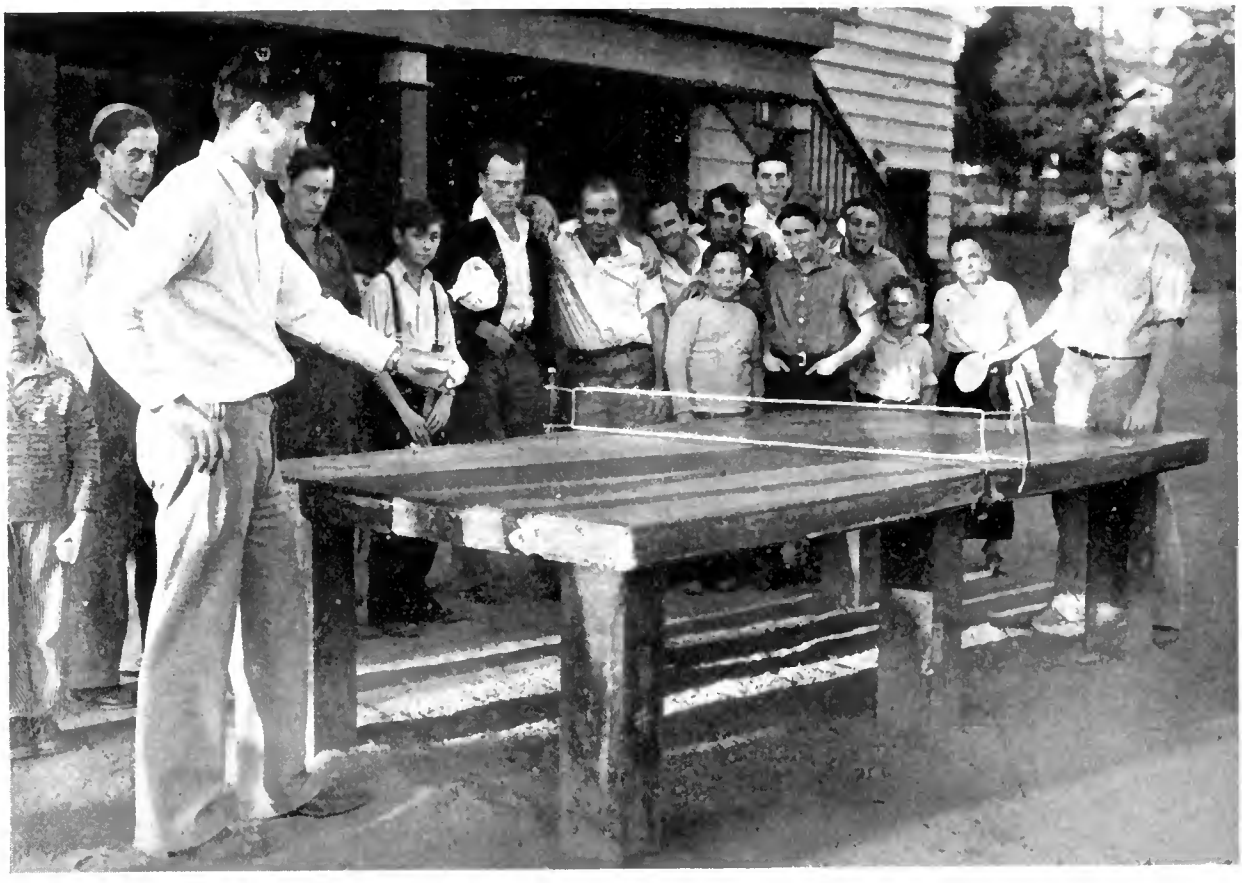

Los Angeles has found the way to build outdoor ping pong tables which will "stand punishment."

Ping Pong Tables of Concrete

By DAVID BERNIKER
Supervisor of Construction and Maintenance
Los Angeles Department of Playground and Recreation

CONCRETE ping pong tables are proving exceedingly popular and satisfactory on the playgrounds of Los Angeles, California. Set up out-of-doors and made to suffer all the abuse that can be heaped upon them by enthusiastic ping pong "fans," they are proving themselves equal to the test and are standing up remarkably well.

The tables are made in the shop of the Department of Playground and Recreation in the spare time of the cement finisher who, when he has a free day, spends it making up one of these tables. The Department has a very substantial set of forms which is used over and over again. The cement finisher and a laborer spend a morning casting the table, and the afternoon is devoted by the cement worker to finishing and applying the topping and getting the steel in readiness for the next table.

When the table is ready for installing it is loaded into a truck at the shop and a day's time is required by the cement finisher and the laborer to set it up. The legs are set in the ground approximately to grade. The two men can readily lift the slabs from the truck and set them on the legs.

To date twenty-five of these tables have been installed, with thirty more planned for the future. The cost of a table, completely installed, is estimated at $25. Play on these concrete tables is so fast that during a recent state-wide ping pong tournament several boys who had played on the tables made a remarkable showing.

NOTE: The Department of Playground and Recreation has supplied the National Recreation Association with a detailed drawing of the table which the Association will be glad to loan to anyone desiring it.

The Tradition of Puritanical New England

In the April issue of *Recreation* there appeared an article by Edward D. Greenwood entitled "Recreations and Amusements of the Colonial Period" in which mention was made of the recreations of New England in its early years. Joseph Lee, President of the National Recreation Association, has asked permission to comment on this article, and in doing so has given some additional information which will interest our readers.

IN HIS INTERESTING article Professor Greenwood speaks of amusements as scorned and forbidden in the Colonial period and of the development of recreation and amusements in New England being retarded until the late seventeenth and early eighteenth centuries, though he considerably mitigates his statement by pointing out that drinking and gambling were not unknown, that there were shooting and hunting parties for exterminating wolves and bears, ice skating and ice boating and sleighing, quilting parties and husking bees with kissing accompaniment—all of them in New England.

There will always be some difference of opinion in these matters, and the tradition of puritanical New England has got so firm a footing that the reality has been pretty much forgotten and will, I suppose, never be generally believed. The following citations may throw some light upon the matter.

A Few Citations

In the "Wonderworking Providence in New England," published in 1654, it is stated that "the hideous thickets of this place (Boston) were such that wolfes and beares nursed up their young from the eyes of all beholders in those very places where the streets are full of girles and boys sporting up and downe with a continuous concourse of people"—the Puritans thus fulfilling the happy prophecy of Zachariah that "the streets of the city shall be full of boys and girls playing in the streets thereof." There are now more automobiles in Boston than there were in Jerusalem in Zachariah's time, but Boston's streets are still the playgrounds for many thousands of her children.

Special provision for play was, however, not neglected. Boston, in 1634, bought William Blackstone's cow pasture for thirty shillings, and although it was not called a playground and was bought, partly at least, as a training ground for the militia, the successful plea of the Boston boys to General Gage that his soldiers should not keep them from playing football there (doubtless that they, the soldiers, might monopolize it for soccer) indicates something of its use. And the Boston boys have so used it ever since. Personally I have skated and coasted and played football there and fallen in while running tittledies on the Frog Pond. My children have played there, and my grandchildren, if they live in Boston, will doubtless do the same, like the other descendants of the Puritans from the beginning.

Indeed every town founded by the Puritans of the Bay Colony seems to have had its Common, a continuation of the old Village Green of England with its tradition of games and sports, just as many of them still have their bandstand and their trotting course.

William Wells Newell, in his "Games and Songs of American Children," published by Harper & Brothers, 1883, says:

"A curious inquirer who should set about forming a collection of these rhymes, would naturally look for differences in the tradition of different parts of the Union, would desire to contrast the characteristic amusements of children in the North and in the South, descendants of Puritan and Quaker. In this he would find his expectations disappointed. . . . . This lore belongs, in the main, to the day before such distinctions came into existence; it has been maintained with equal pertinacity, and with small variations, from Canada to the Gulf. Even in districts distinguished by severity of moral doctrines, it does not appear that any attempt was made to interfere with the liberty of youth. Nowhere have the old sports (often, it is true, in crude rustic forms) been more generally maintained than in localities

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The annual bicycle race held in the early spring is one of the most colorful events of the season.

Outdoor Recreation the Year Round

By RUTH A. BONDY
Tucson, Arizona

In 1923, Tucson, Arizona, had no public playgrounds or provision for community recreation for either its children or adults. At the close of 1931, the records showed that the total attendance for all the activities for the first year of supervised operation was 103,926. The fact that the records for the first four months of this year report an attendance of 81,656 seems definite proof of the need for the recreation program that has been adopted.

Realizing the need of community playgrounds, the Community Service Committee of the Woman's Club attempted in 1923 to open the first playground on a plot of ground which presumably had been set aside by the city for that purpose. Owing to a technical point in the legality of the use of the plot as a playground, the matter was dropped temporarily. But these interested citizens and others, especially Parent-Teacher members, retained their plans and hopes and never lost an opportunity to further their ideals.

The Foundation Is Laid

In 1927, the local Council of Parents and Teachers conducted a playground "booster" meeting at which several interested citizens were asked to present their ideas on a playground development. The meeting resulted in the adoption of resolutions to present to the City Council asking that tennis courts be opened in a park across from the high school. Action was taken and three public tennis courts, the first in the city, were opened. One step forward had been taken in Tucson's recreation program.

At the same time the Mayor appointed five representative citizens as members of a body to be known as the Playground Commission and to function as a sub-committee of the Park Board of the City Council. Immediately petitions were drawn asking for a bond issue of $100,000 to provide funds for developing the recreation project. With the coming of the next city election, the bonds were favorably voted upon. By previous agreement $40,000 was given to the Park Board for park beautification and $60,000 to the Playground Commission for playground development. Part of the playground appropriation was spent on installing two more tennis courts, in providing the original three courts with lights for night playing, in constructing three wading

pools and a modern swimming pool, and in installing swings, several Jungle Gyms and carry-alls.

Coincident with the bond issue a new city charter made provision for the Playground Commission to function as a separate board with full authority to manage its own affairs, entirely separate from the Park Board. Another forward step came when the City Council and the Public School Board agreed to sponsor a cooperative recreation program. A budget of $5,000 a year was decided upon to cover the expenses of the newly planned recreation department, the expenses to be met jointly by the city and the schools. The Playground Commission was to have the responsibility for handling the budget.

Activities Begin

With this step, the actual program of activities was opened in December, 1930, with Mr. George O. Hedger as recreation director. In addition to the facilities already supplied, a night baseball field was installed adjacent to the high school, an additional pool was built, basketball courts were provided and whatever athletic goods necessary to the promotion of the work were purchased.

The development of a program of year-round recreation in a city which has never before had such a program is always a matter of interest. Tucson, Arizona, one of the newest cities to be added to the roster of communities conducting work the entire year, tells how the work started, of difficulties overcome and successes attained. There are many suggestions in this story of step-by-step progression for cities which have not yet developed this vital municipal service.

A factor in Tucson which must be considered is the large percentage of Mexican population, many of whom live in quarters unusually congested. It has been deemed wise to plan a program along the line of serving the largest number of people during their leisure hours. This has been accomplished by spreading the budget out as thinly as possible so as to provide recreation areas in every needed district, rather than to concentrate with perhaps more elaborate equipment in only one or two places. Activities are carried on in two community centers, one public playground, two parks and two athletic fields, as well as in all the school playgrounds. Fifteen assistants aid the recreation director in the supervision of the playgrounds and community centers.

The largest of the projects is carried on in a community center in one of the older parts of the city. It is here that the new municipal swimming pool has been built. The pool, which measures 40′ by 120′, is graduated from six inches to nine feet in depth, and is equipped with the latest designed filtering system. The dressing rooms, showers and sanitary checking system are all planned in the most modern manner.

The pool was first opened on May 2, 1931, and last summer had a registered attendance of 13,492. Life-guards were in constant attendance and opportunities were provided for swimming lessons. This center also has baseball diamonds, a basketball court and two tennis courts, a Jungle Gym, a carry-all and an exceptionally large wading pool. Last summer all the wading pools were open five hours a day under leadership and provided activity for children nine years of age and under. Last year there was an attendance of 11,796 registered in the four wading pools throughout the city.

Another section known as Oury Park is in one of the congested Mexican districts. More baseball diamonds, basketball courts, two of the wading pools and several pieces of playground equipment make this a much needed community center which is patronized daily throughout the entire year by practically everyone in the neighborhood. In addition, the city recently turned over the small building, located in the park to the local Y.W.C.A. for the purpose of sponsoring a community house. Here the Mexican mothers are being taught English, sewing and cooking; storytelling hours are being conducted for the children, and a library service has been established which is doing much constructive good and filling a long felt want.

In another Mexican district the Carillo Playground has been developed around a most interesting history. The grounds are surrounded by a grove of large stately trees, a scarcity in this desert country, and in the days of the saloon harbored one of the city's principal beer gardens. Today, as a playground, it has a weekly attendance of from 800 to 1,100 children in registered classes in hand work, wood carving and sewing which are conducted winter and summer, as well as in baseball, basketball and volley ball games.

In a less congested part of the city one of the wading pools and some of the playground equipment have been placed in a beautiful park square. Here the children may play in the picturesque enclosure formed by the many old and large oleander trees which blossom forth in the spring with a profusion of red, white and pink flowers. The ever green pepper trees and stately palms afford an equally fine shelter during the other months.

A Varied Program

The three tennis courts equipped with lights across from the high school are a center of continuous activity, summer and winter, day and night. A mid-summer, city-wide tennis tournament was conducted last year for both adults and juniors, in which 187 players took part. The tournament this year was started on February 14th. It was divided into six sections, a division for girls, one for junior women and one for senior women and three similar divisions for boys and men. One hundred and thirteen players have participated in this second tournament. Silver loving cups and gold, silver and bronze medals were awarded the winners of the various divisions in both contests.

Another feature of last summer's program was a daily supervised vacation school held in an "open air" school building in one of the better residential districts. Arrangements were made to bring children there from the other districts. Here a program of handicraft and play was conducted. An attendance of almost 2,000 boys and girls was registered during this vacation period. The supervisors for this project were paid out of the regular fund while the necessary equipment was purchased through the Parent-Teacher Association in that district. During the school year, part-time playground directors are also provided on the school playgrounds where a program of games, contests and athletic events for both boys and girls is carried on.

The annual bicycle tournament for boys is a colorful event held in the early spring. A parade through the downtown section of gaily decorated bicycles is held. Short speed events and a six-mile marathon race complete the program. Prizes are awarded for the best decorated bicycles and for the winners in the races.

An outdoor recreation scene in Minneapolis, long an advocate of year-round recreation

Courtesy Minneapolis Board of Park Commissioners

The huge arc lights on the athletic field adjacent to the high school have increased night baseball. Teams of young men and older men representing various business houses and industrial concerns have been organized. At the present time 35 different teams are in the league and games are played five nights a week, summer and winter. These night games have proven very popular and are witnessed by thousands of spectators throughout the year. They are open to the public without any charge. In addition, a city baseball league has been organized

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Volunteer Leadership

By DELITE M. MOWER
Director of Girls' Work
Henry Street Settlement

THE PRESENT DAY needs of program building require not only the professional worker but the volunteer leader who is ever in demand, especially in settlement administration.

Attendance records show that because of unemployment and the resulting increase in the number of people coming together for recreational and cultural activities, there is a growing demand for the expansion of programs. This means more leadership. With reduced budgets and curtailment in staff, it is impossible to meet the demand except through the service of a greater number of volunteers. Never before has the challenge to the recreation movement been so great.

The settlements constantly require additional workers to meet the need of the new era. New classes and clubs are being continually added to the program, each with definite interests and worth to enhance the personality development of the members. Many leaders feel that 95 per cent of the success of the group depends upon the leadership. The selection of volunteer leadership, therefore, is of the utmost importance and should be made with great care.

The avenue through which volunteer workers are secured should receive careful attention in order that people will be reached whose background, training and interests attract them to work with settlement groups. Definite analysis of club and group needs should be made before the contact is begun. The staff director should have definite plans and goals before asking for help. Problems of standards and technical content of the program fall within the province of the staff members who have the understanding of neighborhood needs and the philosophy of the movement. The volunteer has much to offer in suggestions for programs and in material for crafts and social-education projects. Before making a definite assignment of a volunteer leader it is a good plan to arrange a meeting of the volunteer and the group and to get the reaction of both. In this way each has an opportunity to form an opinion.

Each club member is an integral part of the group and joins for the express purpose of finding happiness and comradeship. It is, therefore, necessary first of all for the leader to establish friendly relationships with each member of the group. To do this she visits the homes to win the friendship of the parents and learn their racial background and customs.

With the coming of summer, the problem of leadership for the playgrounds and other play centers confronts the superintendent of recreation and his governing body. Volunteers must be found and trained to supplement the staff of employed workers.

Miss Mower's suggestions, offered here, are based upon settlement experience, but many of them may be adapted to the needs of play centers.

Recruiting and Training the Volunteer

The problem of successful group work is primarily one of recruiting, training and holding competent leaders who understand both individual and group psychology. The ideals and standards of the group must be measured and all aims achieved.

Club leaders may be recruited from the following classes:

(1) Friends of professional workers.

(2) Students and graduates of recreation and social service schools.

(3) Individuals who are genuinely interested in being of service to organizations because of their love for people and their desire to help their fellow men.

The Application Blank

As a help in handling, classifying and analyzing the fitness of leaders, an application blank is generally used giving the name, business and home address and telephone number of the applicant, his educational qualifications, his preferences in age group interests, and his reasons for such preferences.

The following activities may be offered for checking first and second choices:

art	athletics
drawing	swimming
music	sketching
singing	painting
operettas	special hobbies

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economics
politics
poster making
handcraft
sewing
first aid
golf
paddle tennis
politics
story telling
short story writing
dramatics
tennis
indoor circus

An application blank of this type gives an idea of the interests and abilities of each applicant for club or class assignment.

Courtesy Yosemite Park and Curry Co.

A group which is typical of many for whom adequate leadership must be provided this summer.

Time requirements must be taken into account. Not only should a leader meet her group once or twice a week, but in order to understand each group better extra periods must be given to home visits, hikes, trips, field excursions and personal conferences with the members.

After three references—personal, professional and educational—have been investigated, the leaders, if accepted and assigned to groups, agree to stay for a year. They are then asked to attend a leaders' training course and have monthly conferences with the professional workers in charge.

Supervision Important

Definite supervision must be given these new volunteers. Reports of progress should be systematically kept with records of assignments, accomplishments, length and days of service, and opinions of work given by all department heads with whom the volunteer works. This data is helpful not only for the use of the organization, but later if references are desired. In the present economic situation many college graduates who have been unsuccessful in securing positions have preferred to do volunteer work rather than remain idle. The organizations served should feel a sense of responsibility toward these workers.

In preparing a report of a group's progress under a volunteer the following factors should be evaluated:

(1) Age and purpose of group or club.
(2) Length of time in existence.
(3) Program.
(4) Degree of accomplishment.
(5) Special interests.
(6) Advancement

Volunteer Club Leaders' Training Course

As soon as the volunteer staff has been selected, the club leaders' training course should begin. To this reserve volunteers not yet assigned may also be invited.

The program includes four or six sessions dealing with subjects related to the work required of the volunteers. It is well for staff members to be present at the training course, as well as important board and committee members. The program should be carefully planned covering training in policy, principle and technique which a volunteer must understand before leading a group. Subject matter and purpose should be carefully studied and house standards thoroughly stressed. It is desirable for the head worker to open the course, stressing the possibilities and achievements of clubs, classes and social activities in the settlement program. This should include neighborhood and community work and the part of each worker in the movement as a whole. The picture should be vividly painted to stress the importance of the volunteer leader and his close affiliation with the professional worker as adviser and helper. It is well to have on the program two or three well known national leaders in the field to give inspiration, point out the larger sphere of service and show the value of the unit club or class in the field of community work. Subjects such as the following are of general interest in the training course:

(1) Social activities in the club program.
(2) House standards.
(3) Organization and control of business meetings and council activities.
(4) Open meetings, club parties and seasonal celebrations, festivals.

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World at Play

The "Sprinklewade" — A Novel Device

AT the grade school at Chillicothe, Illinois, a substitute for the children's wading pool and bathing beach, known as the "Sprinklewade," has been successfully installed. The apparatus is 40 feet long, 8½ feet high, with a 1½ inch iron pipe fastened on the two posts with flanges and braced with a small cable. The water pipe is fastened to the iron pipe and has four sprinklers which can be attached or detached, as desired, or placed permanently. The surface of the ground for about 12 feet by 40 feet is heavily covered with sand. It may be well, Mr. George Milne suggests, to dig out a foot or so of soil, cover the bottom with woven wire and then fill in with plenty of sand. At the right of the apparatus is a sand box for play and modeling purposes. A pipe is fastened over the sand box where a hose may be attached when necessary to keep the sand usable.

Milwaukee Tours of Understanding

THE Milwaukee, Wisconsin, Race Relations Council has instituted a series of tours of understanding designed "for all who desire to understand." Trips are taken to various foreign sections of the city, and those interested are given the opportunity to become acquainted with the institutions and customs of the foreign born. On May 20th an opportunity was given to see something of Italian life in Milwaukee. Those going on the trip met at one of the schools where they were grouped into small units and taken about in cars under the leadership of guides.

The trip was designed to give the visitor an idea of housing conditions, civic organization and business interests. After dinner at one of the Italian restaurants, the group adjourned to the Andrew Jackson Social Center where a program was presented. This consisted of talks by the distinguished citizens of Italian descent and en-

No Recreation Congress in 1933!

IT IS WITH great reluctance that the National Recreation Association has reached the conclusion there ought not to be a Recreation Congress in October, 1933, as was originally planned. The replies received from recreation executives, officials and others who have attended the meetings held in the past, indicate that very many of those who have formerly attended in past years will find it impossible to come in 1933. Financial considerations also enter in.

The Association believes, however, it is essential that there shall be a Recreation Congress in the fall of 1934 and urges that all begin planning for such a Congress.

tertainment numbers by various clubs of the center the members of which were first, second and third generation Italian Americans. A glimpse was given of social center activities through stereopticon slides, and the evening closed by the singing of Italian folk songs by all with informal visiting, neighbor with neighbor.

To the Aid of Artists—V. K. Brown of the South Park Commissioners, Chicago, Illinois, writes that several exhibits have been held of products of community craftsmen. The exhibit was first staged in the park buildings where no sales are permissible, but subsequently it moved into a vacant store where people wishing to purchase articles or give orders for articles to be made up specially were able to do so. At the art exhibits downtown on the Boulevard the artists actually sold their paintings and took orders on park property.

"Recreation and Unemployment"

- A publication of interest to all individuals and groups concerned with keeping up the morale of the unemployed.
- The booklet tells what a number of community groups are doing to meet the problem, how buildings of all kinds are being used as recreation centers, and describes the activities conducted. Plans for organization are suggested and information given regarding the made work program through which many cities are increasing their recreation facilities.

PRICE $.25

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NEW YORK CITY

Some Playground Circuses of 1932—A circus which attracted more than 12,000 people to Oak Park culminated the summer's playground season of the Department of Recreation of Lansing, Michigan. Opening with a grand processional led by the 199th field artillery band, the circus moved swiftly along to its final act, a thrilling chariot race. A novel feature of the program was the presentation of a tableau in honor of George Washington. Most of the settings and costumes for the circus were made by the children of the various playgrounds.

Among the most popular events on the Los Angeles playgrounds last summer were the circuses, twenty-two of which were held. Three thousand and eighty children appeared as performers before audiences totaling 66,200 The Lynchburg, Virginia, circus was a benefit performance. The admission fees—10 cents for children, 20 cents adults—were given to the children's milk fund of the city. A dress rehearsal of the feature acts of the circus was given at the Children's Hospital.

The second annual playground circus to be held under the auspices of the Recreation Board of Monroe, Louisiana, was presented at one of the public parks under three large tents. There were twelve side shows, and over three hundred children participated in the parade which took place in the center of town.

Good News From Evansville—This year the playgrounds maintained by the Department of Municipal Recreation of Evansville, Indiana, will be open thirteen weeks instead of nine as they were last year, while the municipal swimming pool season has been lengthened from nine to twelve weeks. Four new tennis courts are being built on one of the playgrounds.

And the Wheels Go 'Round! — "There is energy in the American people, in the bodies and spirits of old people," states an editorial in the *Detroit Free Press.* "The younger ones find an

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outlet for it in returning to skate and bicycle wheels. Their elders bend it toward the revival of industry." The editorial states that in Detroit boys and girls and many of their not too aged elders are roller skating, whole blocks of city streets having been roped off to provide special public rinks. Roller skating is popular in Ann Arbor as well, an all city roller skating carnival having been held to raise money for the Student Good-Will Fund. Bicycle wheels are also going round. In Detroit streets beyond the center of the town "shining spokes of revolving wheels flash in the spring sunshine."

A Drama Contest in Philadelphia—As a culmination of the season's intensive drama training given under the leadership of Mrs. Elizabeth Hanley of the Philadelphia Playground Association, eighteen of the community centers maintained by the Bureau of Recreation of Philadelphia have held a one act play tournament directed by Mrs. Hanley and Charles J. Geiger, supervisor of Vare Center. Forty-eight plays were given over a period of three weeks to determine the center with the best Thespians, divided into three groups —children, junior and senior. The winner of the children's group (eight to fourteen years of age) was Kingsessing Center which gave "The Birthday of the Infanta." Kensington Center took a prize for the junior group (fourteen to seventeen years) with "The Shutting of the Door." The winner of the seniors (seventeen to sixty years of age) was Waterview Center which presented "The Bishop's Candlesticks."

It is estimated that 838 individuals have participated in the season's dramatic activities conducted under the Bureau's auspices. Directors trained in the institute are working in many local institutions as well as in settlements and community centers.

Old Customs in Mallorca — Many old time customs still exist in the Island of Mallorca, one of the Balearic Islands in the Mediterranean belonging to Spain. "The biggest celebration of the festive season," writes Hattiemae Austin, a recreation worker now traveling in Europe, "is on January the sixth, the feast of the Epiphany, which in the minds of the Spanish children is the real Christmas. Three kings go riding about the streets of Mallorca on their way to the holy manger at Bethlehem and fill the shoes of children left on window sills with gifts that have been

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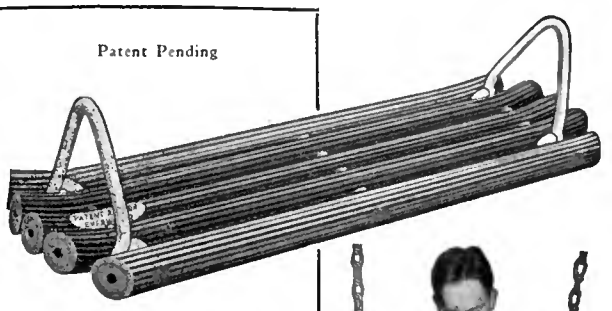

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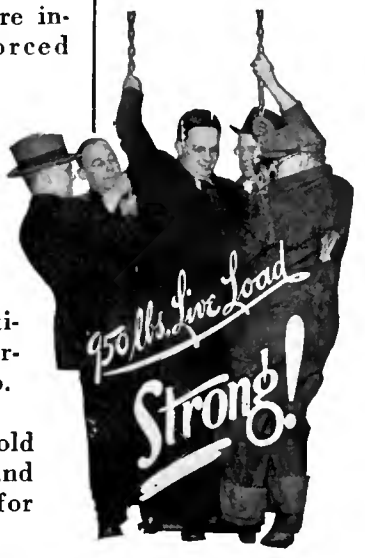

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Parents' Magazine, July, 1933.
Everyone Needs to Play, an editorial by Howard S. Braucher.
A Vacation Schedule of Play and Rest, by Ethel Shreffler Heebink.
New Facts About Movies and Children, by James Rorty.

New Jersey Municipalities, June, 1933.
Playtime in Trenton, by George W. Page.
Parks and Playgrounds, edited by F. S. Mathewson.

The Survey, June Midmonthly, 1933.
An Emergency Message to Community Leaders, by Arnold Bennett Hall and Harold S. Buttenheim.

The Farmer's Wife, July, 1933.
Rural Youth "Uprises," by Carroll P. Streeter.

Hygeia, July, 1933.
Safe Swims for Campers, by Phyllis Jackson.
Training for Athletics and Health, by Alfred E. Parker.

Swimming Pool World, June, 1933.
The Swimming Badge Tests.
The Need for Municipal Pools.

Parks and Recreation, June, 1933.
A Memorial Park Giving Recreation Service, by Perk Whitman.
Indoor Games.

PAMPHLETS

Twenty-third Annual Report of the Boy Scouts of America, 1932.

Committee on Health of the New York Principals Association.
Follow-up of the White House Conference on Child Health and Protection.

A National Plan for American Forestry.
Forest Service, U. S. Department of Agriculture, Government Printing Office, Washington, D. C.

Annual Report Westchester County, New York, Recreation Commission, 1932.

Annual Report of the Recreation Commission of Long Beach, California, 1932.

Charlotte, N. C.—Report of Park and Recreation Commission for March, April and May, 1933.

Annual Report of the Board of Park Commissioners, Fort Wayne, Ind., 1932.

National Playing Fields Association Annual Report, 1932-33.

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suggested in letters placed in special municipal post boxes. On New Year's eve everyone attending a party holds twelve grapes in his hand. As the new year is chimed in by much bell ringing, one grape is eaten at each stroke. Each grape is a promise of luck, prosperity and happiness throughout the coming twelve months.

"Palma, the capital of Mallorca, with a population of 90,000, is still a city of ancient times. Fishermen mend their nets along the streets of the main waterfront and women wash at the village tank. Occasionally one finds a group of boys wearing the native gingham pinafores playing marbles or hopscotch on the streets. An American recently was immortalized when he gave a football to a group of working boys. After the day's work the boys hurry to their humble homes for their meager supper and then enjoy a play hour in a patio near the hotel. Their loud shouts of delight prove the universality of the play instinct."

Activities For the Unemployed in Hamilton, Canada—On April 27th the unemployed artists of Hamilton, Canada, gave a variety show before a large audience. Much splendid talent was brought to light in presenting the show. There were selections by an orchestra, a "mirthful, magical musical" by Stan Hall and his Hawaiians, a presentation of tricks and magic, a show by Alex and his minstrels, and a number of other features. The proceeds of the show were given to the Committee on Recreation for the Unemployed and the Amity Clubs Association, sponsored by the Family Welfare Bureau.

Tourists' Sports Clubs—Tourists' sports clubs in St. Petersburg, Florida, pay their own way almost entirely and receive little from the city. Where additional facilities are necessary a club increases its membership fees or raises enough from its fees to reimburse the city for such facilities. Costs of game equipment, care-taking, lighting, etc., are borne by the club itself. Each club elects its own officers, collects its membership dues and fees, and is made responsible for activities. The Recreation Department is the contacting agency with these groups. A Sports Council, made up of the presidents and secretaries of the various clubs, has been formed with the Superintendent of Recreation as chairman. This council meets once a month during the tourist season. Then problems are discussed, and each club is familiar with the activities of the others. At the beginning of the year the Sports Council visits around the different clubs and meets the officers and groups.

How One City Handles Its Basketball Teams—The Park Department of Wilmington, Delaware, has an interesting way of handling its

basketball teams. There are 62 teams playing almost every night of the week with about 1,000 boys a night taking part. At the opening of the season and at intervals during it, Miss Jennie Weaver, Supervisor of Playgrounds, holds a mass meeting of team members to discuss rules and debatable questions coming up and methods of handling the problems. In January alone there were three such meetings. Each team appoints two nonmembers to take charge of the lockers and the general conduct of the game. Miss Weaver reports the plan works out excellently because it gives the boys a sense of responsibility and an appreciation of the facilities made available for them. Most of the teams have vounteer leaders; 26 playground teams have 18 senior men leaders and 12 junior teams have 9 leaders. On Saturday afternoon at Madison House, the city owned house in the park, the graduates of the youth group come together to the number of 125 men who have virtually grown up on Wilmington playgrounds and take part in basketball and other games. From this group Miss Weaver secures her best volunteer leaders.

Awards — Last summer it was decided in Augusta, Georgia, not to offer trophies or medals in connection with the playground program but to see what effect this would have on participation and interest in the activities. Participation has never been more widespread than it was during this period, and there was a noticeable increase in the number of adults taking part.

Developments in Charlotte, North Carolina —Charlotte, North Carolina, has a symphony orchestra composed of about 100 pieces and a civic chorus of several hundred voices. Both these organizations are being fostered by the Park and Recreation Commission. Recently the chorus presented a light opera. One of the outstanding developments of the year has been the outdoor theater which seats about 4,000 people. During the summer union services were conducted at the theater by six local churches, the Superintendent of Recreation leading the singing. The use of this facility has made a strong impression upon the community.

Once a week there is an article in the local paper telling the story of one of the playgrounds or community centers, the facilities available and how they are used. This has proved very helpful publicity.

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A Recreation Department Meets An Emergency

(Continued from page 216)

tainers and the Los Angeles County Recreation Department offered considerable assistance along this line. Mr. Raymond Hoyt, Superintendent of Municipal Recreation in Los Angeles; Mr. James Reid, Superintendent of Recreation for Los Angeles County, and Mr. C. C. Martin, Director of Schools and Municipal Recreation in Pasadena, all visited our Recreation Headquarters and offered unlimited assistance to our Recreation Commission in meeting the emergency problems. Mr. Virgil Dahl of the Los Angeles County Recreation Department and Mrs. Florence Scott of the same Department gave recreation programs throughout the devastated areas outside of Long Beach and were very helpful in assisting the Long Beach staff in many problems during the two weeks.

Active Recreation Follows

Organized games and recreation activities became more in demand as the period of hysteria wore off. This made it possible for our staff gradually to supplant the entertainment features of our recreation programs with the more highly organized recreation and athletic games. These more active games were under the general supervision of Mr. A. Milton Fish, Supervisor of Athletics for the Long Beach Recreation Commission. Many of the following activities were organized for people of all ages: Baseball, volley ball, tennis, croquet, group games, chess, jig-saw puzzles. Mrs. Fern L. Kruse, Supervisor of Pageantry and Dramatics for the Recreation Commission, did much of this type of work with the small children at Bixby Park in addition to promoting and managing plays and pageants almost daily.

Since the earthquake made it necessary to suspend all school work temporarily, a request for volunteer play directors was issued to the city teachers for the purpose of supervising play on ten school playgrounds. These playgrounds were operated exclusively on a volunteer basis for a period of two weeks with a total attendance of 14,000. They gave the children a wholesome outlet for their pent up youthful energy and the service was deeply appreciated by the parents who felt the strain of caring for these children who were unable to attend school.

Disaster tests the ingenuity and resourcefulness of people. We were particularly impressed during the emergency by the generous and fine attitude displayed by everyone. More people volunteered their services than could be employed. The generosity and response of our Recreation Commission staff was tested and found to be one hundred percent loyal. Many of these individuals worked without regard to hours, rest or sleep. Many worked nights and days more or less regularly during the first two weeks. It seemed impossible to take time off when so many individuals were in such great need. The emergency seemed to draw people of all classes more closely together

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"*(Signed)*
"Capt. Edw. H. McCrahon."

NOTE: *Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.*

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and promote their best qualities. Caste and social distinction seemed to be forgotten.

The emergency demonstrated again the many types of service which only a recreation staff is equipped to render in the community. Thousands of people appreciated the cheerful and safe surroundings of the large grassy park areas which furnished adequate space for the army tent cities. Other municipal facilities which proved indispensable were park club houses, coffee houses, fire rings, band stands, outdoor theaters, public toilet facilities, athletic fields, dressing and shower facilities, picnic tables, children's play apparatus, and public address systems. Without these facilities, our city would have experienced an almost impossible situation.

One of the lessons which other cities should learn from the Long Beach experience is the necessity of having an organized emergency organization set up in advance.

Recreation in Westchester County

(Continued from page 222)

regional, a more widespread provision of opportunities for worthwhile leisure time occupation. On the other hand the government will recognize that only by public provision of facilities and programs will the abundance of leisure of the people be turned into channels which are productive of general happiness and social safety. The work which has already been accomplished in Westchester in establishing community recreation must be regarded, therefore, as a mere frame-work upon which a larger and more complete structure of recreation will be built in the future."

This "mere frame-work" of an ideal county-wide recreation program will be built upon progressively with the constant increase of participation in those forms of recreation having the greatest human values and with the constant decrease in wasteful and harmful use of leisure time. The creative leisure time activities whose chief appeal lies in the thrill of anticipation and achievement cannot lend themselves to commercial exploitation. And yet we have a situation in which millions and indeed billions of dollars are spent by private agencies to exploit the leisure of the people in mass amusement and entertainment while relatively little is done to promote the more valuable individual and group creative uses of leisure time. The individual who feels that he has earned a holiday from the stress imposed on him by the modern industrial world is thrown back upon his own resources for his much-needed "good time" or is invited to take an inactive part in commercial entertainment.

Westchester is setting the example of helping thousands of individuals find the way to make their own "good times" in activity which is most satisfying because it gives the thrill of self-expression and self-development as well as social enjoyment. Not all will become great musicians, painters, poets or athletes, but all will undoubtedly be happier and stronger citizens.

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How to Produce a Play

(Continued from page 225)

The costume artist designs the costumes for so-called "costume plays," and in every production sees that each actor wears an appropriate costume. Otherwise the poor little orphan who starves to death in the last act will probably come around and starve in a new silk dress and a string of diamonds!

Each actor secures his own costume and is responsible for it unless the costumes are rented. Costumes are rented by the costume director.

The property man secures and has in place all properties with the exception of hand props.

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Walking sticks, eye glasses, calling cards and similar articles are handled by the individual actor who is responsible for them. The properties secured by the property man include the furniture and any other materials used in the play, such as swords, guns, vases and flowers.

The property man should be some one who is well respected in the community, who has a very good name and a lot of nerve because it is his responsibility to go around and borrow all kinds of things.

The lighting artist secures, has in place, and operates all lighting equipment and electrical effects.

The make-up director does not make up the cast, but before the production teaches each actor how to make himself up for the particular part which he is to play. He assists with difficult or "quick change" make-ups, and has charge of the club make-up kit.

The music director is responsible for any music or musical effects in the play, and for appropriate music before the curtain and between acts.

The prompter prompts for most of the rehearsals (at the least he must prompt for the last half dozen), and for the performance. He makes a prompt book and warns the curtain, the lighting artist and the actors off stage before their cues. He also takes charge of rehearsals when the director is absent or is interrupted.

When the producing staff has been completed, they meet and the director explains the duties of each member. They then meet with the cast and the actors read through the play, each actor reading his own lines. The play and the production are then freely discussed. The time (of day, season and year) of each act is decided upon in order to avoid winter scenes and summer costumes in the same act.

The place (room, locality, state or country) of each act is then determined.

The mood (general atmosphere to be created in the audience) is next decided for each act.

After going over the play thoroughly as a unit, each member of the producing staff begins upon his own job, always working in close cooperation, however, with the director and the other members of the staff.

Where Volunteers Are Helping

(Continued from page 231)

to follow day by day news accounts of our activities.

On June 1st the entire program was launched. It is working not so smoothly as under the paid leaders but in a splendid way. The recreational director has scheduled his program so as to be at each park twice weekly for major programs where volunteer leaders may see new steps in the program take form. Four parks a day operate under this plan and the trip is so arranged as to permit a moment here and there at other parks very often. There must be no chance for a tiny slip to become a dangerous landslide!

Baseball is now under way with the director once more able to be on hand at the diamonds in order to start the games before moving on to another program. Plenty of work, yes—but the job is going ahead! New children are coming out by the scores. This is not surprising in view of the new interest which 125 volunteer workers are developing. It is no idle boast to say we have a program for 1933 just four times bigger than the record breaker of 1932, and there will be, we feel sure, a 50 per cent increase in attendance.

The plan of volunteer service is workable. Three main things are needed—a carefully planned and understood program in advance; a sincere group of workers not hampered by red tape or unnecessary organization ideas, and the full confidence of the citizens that those in charge are doing the best that can be done.

And, finally, our park motto—"Sportmanship First"!

Youth Turns Natureward

(Continued from page 237)

not enjoy the hills beyond. Store up nature experiences in your youth that you may lay hold of the highways and byways of a larger countryside in days to come.

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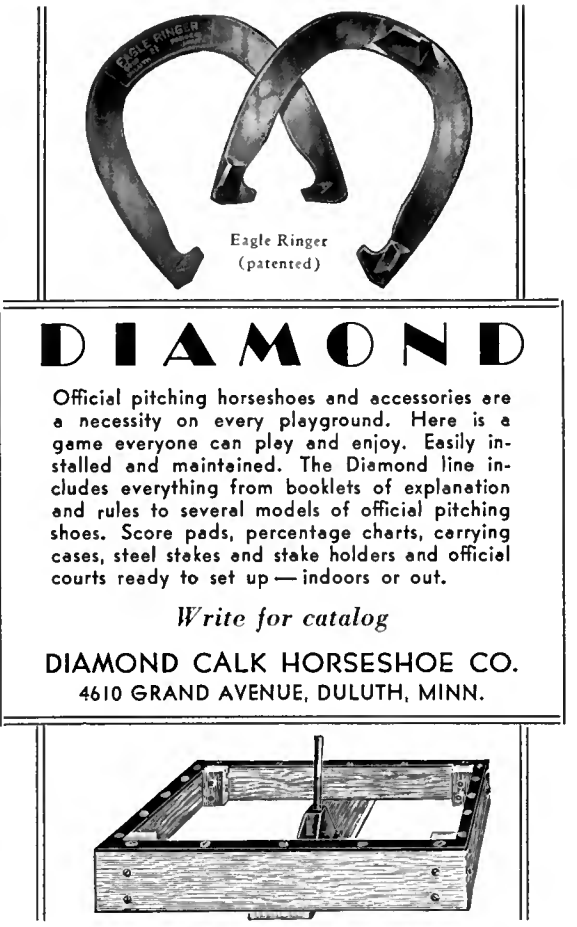
The Tradition of Puritanical New England

(Continued from page 239)

famous for Puritanism. Thus, by a natural law of reversion, something of the music, grace, and gayety of an earlier period of unconscious and natural living has been preserved to sweeten the formality, angularity, and tedium of an otherwise beneficial religious movement." He adds an interesting note which says: "It is among families with the greatest claims to social respectability that our rhymes have in general been best preserved."

As to dancing, the fact that Increase Mather in 1684 found it necessary to preach a sermon against "gynecandrical dancing, or that which is commonly called mixt or promiscuous dancing, of men and women, be they elder or younger persons, together" seems to indicate that this especially dangerous form of dancing was already popular. The fact that a special accent of the waltz is still called the "Boston" is interesting in this connection. New England indeed seems to have taken the lead in dancing as it did at a later period in such games as football, baseball and others of our major sports.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Outdoor Recreation the Year Round

(Continued from page 242)

by the Recreation Department. This league is composed of six teams and three games are played over each week-end.

Provision of horseshoe and volley ball courts and of checker-board games in a downtown park square, and of a municipal golf course which can be used for a nominal fee, adds to the diversions of the winter visitors as well as of the citizens of Tucson.

The interest taken in Tucson's year-round recreation program may be best exemplified by citing the report of the Recreation Department for last March, the peak month in attendance for the fifteen months of organized activity. In this one month there was a registered attendance of 25,762 in the recreation activities. Of this number, 19,300 were participants on the playgrounds; 536 were in attendance in the night baseball leagues, and 164 in the basketball league. The tennis courts had an attendance of 1,860; 3,100 were using playground apparatus, and 800 had registered for horseshoe and checker-board games. An attendance of 67 at the meetings conducted for specially supervised activities made up the total attendance for the month, which does not include the large number of spectators at all activities.

The result of all this work has been considered so constructive in its returns of health and happiness to the community that when, recently, a rumor of a possible temporary abolishment of the program because of economic pressure was heard, several of the civic organizations immediately took steps to protest such action. Resolutions were drawn up and various delegations presented the resolutions to the City Council and School Board members. The committees succeeded in convincing those in authority of the harm of any drastic curtailment. The budget was scrutinized and economies were planned by lessening the hours for the playground, swimming and wading pool activities over last year's program, and increasing somewhat the schedule of hours of work.

Tucson's community recreation program is still in its infancy but the work, under the leadership of its recreation director, with the splendid spirit

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of cooperation existing between the public schools and the city and the loyal aid of the citizens known as the Playground Commission, along with a general city-wide interest, holds most encouraging promise of a continued splendid progress. The biggest barriers have been successfully overcome, and it is certain that Tucson will continue to develop a program of healthful outdoor recreation for its citizens and visitors.

Volunteer Leadership

(Continued from page 244)

(5) Dramatics, handcraft, glee club, games, dances, library.

(6) Outside activities to include hikes, picnics, special interest trips, sports, field day and tournaments, exhibitions, concerts, and theatre parties.

A special section of the training course should be given over to various department heads such as the director of arts, of crafts, music and dramatics, who will explain the course of study and at the same time interest the volunteers in the opportunities offered to assist the club department.

A good way to close the course is with a gala dinner at which the president of the board may be the guest speaker. The address might well picture the development of the organization, inspiring workers and volunteers to carry on and set greater goals for the future. Ample time should be offered for discussion after each session.

Following Up the Course

The department director should follow up the training course by weekly conferences with the volunteers and by rendering assistance at every point. A leader's loose leaf note-book may be given with the group assignment. Brief articles on the following subjects will prove valuable: Club meetings and special functions; house rules; parliamentary procedure; social programs; committee work; games for various ages, and summer camps. New material may be added from time to time.

It is desirable to organize a leader's club made up of volunteers, leaders and staff members and to hold meetings each month during the year. The meetings, which can be made most interesting, may serve not only as a business but a social function. A guest speaker may be invited and a round table discussion developed on topics determined by the present needs of program building and individual club problems. New games, folk or national dances and refreshments may be included. Such an interchange of ideas and mental contacts has great value in promoting house programs.

Club Problems

Many club and individual problems are constantly arising which require tact and diplomacy on the part of the volunteer leader. There are times when a club becomes discouraged and is on the point of disbanding. This is the crucial moment for the worker to get on the job and make the needed adjustments, suggesting such solutions as changing the meeting night, a new method of approach or a different project. In this way new interest is aroused and balance restored.

One leader, finding some disturbing factors in her club, made appointments for a personal conference with each member. At this time each girl told her interests, ambitions, handicaps or problems. The leader established a more friendly comradeship, gained the girls' confidence and was in a better position to advise and adjust. Many new angles on the club problem came to light, and it was not long before the group was running along smoothly.

Another leader who found interest waning on the part of her club, advised a formal Sunday tea for parents. The members worked out the program and planned the decorations and refreshments. They also made a rule that no girl could be admitted without her father or mother. A new element of strength was added as the family sang, danced and played games together, and an opportunity was given the leader to establish better contact with the home and the community in general.

New Books on Recreation

The Modern Handy Book for Boys

By Jack Bechdolt. Greenberg, Publisher, New York. $1.00.

BOYS ARE FORTUNATE in having much literature on which to draw for their constructive play and in having at hand suggestions and directions for making a great variety of things. This book, one of the most recent contributions to boy life, covers a wide field, including outdoor and indoor activities for every season of the year, with suggestions for the making of articles appropriate to the activities. A glance at the section headings gives an idea of the contents. Outdoor Adventures; Outdoor Amusements; Indoor Amusements—and here jig saw puzzles, animated toys and the radio are introduced; The Movies; Show Business—with Punch and Judy and suggestions for making full length puppets. Section Six is devoted to Art and Craftsmanship, and the final chapter to Magic, so fascinating to the average boy.

Safety in Physical Education in Secondary Schools

By Frank S. Lloyd. National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York. $1.25.

THROUGH A FELLOWSHIP provided by the National Bureau of Casualty and Surety Underwriters, this interesting study of accidents and injuries has been made possible. The problem of the study, as outlined by Dr. Lloyd, is twofold: (1) the determining of the prevalence and nature of accidents and injuries in physical education activities conducted in secondary schools, and (2) the study of some of the factors which may be considered contributory to the incidence of accidents and injuries in these activities. The book opens with a statement of the problem and the purpose and scope of the study. Related studies and materials are discussed and the procedure of the study described. This is followed by a chapter on "Incidence of Accidents in Physical Education Activities." The Contributory Factors of Accidents in Physical Education are next taken up. Then comes a consideration of the legal protection of the student and school, conclusions, and an outline of principles for safety in high school physical education. The study and its findings will be of keen interest to recreation workers as well as school officials.

Outdoor Activities

By Blanche Bogert and Edith M. Gates. Womans Press, 600 Lexington Avenue, New York. $.35.

THERE ARE SOME very practical suggestions in this mimeographed compilation which recreational workers will find helpful. Information is offered on such activities as hiking and hiking games, picnics and outdoor cookery, recreative hobbies, sports and team games, play days and winter sports. References are made to many sources of information.

A Guide for the Organization of Leisure-Time Activities

National Council of Jewish Women, 625 Madison Avenue, New York. $.15.

THIS PRACTICAL outline suggests some of the resources and possibilities in a community for the creative use of leisure time. Without attempting to be exhaustive or complete in any one field, it touches upon many. It outlines some of the things communities can do, suggests activities, tells what a number of cities have done and gives a few hints for organizing a project. A bibliography is given.

Indoor and Outdoor Plays for Children

By John Farrar. Noble and Noble, 76 Fifth Avenue, New York. $2.00.

IN THIS BOOK Mr. Farrar gives us nine charming plays for children many of them written, he says, "some years ago in the Connecticut farm country for a group of us, children and their parents, too, playing through the summer-time. They were acted there, and we all enjoyed them." The plays have since been given in varying scenes and places, in schools, camps, indoors and out-of-doors. The plays have settings which cannot fail to appeal to children—a summer garden, a forest space, the seashore, a garden swing, and a sand box.

Handwork Hints for Hard Times

Arranged by Archie Peace. Church Handcraft Service, Seaford, New York. $.35.

SOME INTERESTING and novel suggestions for handcraft activities are to be found in this compilation of mimeographed material. The projects described include stick printing, crayonexing, wire modeling, whittling, spool work and wood burning.

My American Friends

By L. P. Jacks, LL.D. The Macmillan Company, New York. $2.00.

DR. JACKS' NEWEST BOOK is well named not only because it is an interpretation of the human side of American life, but because he has brought to his task a knowledge, an experience, and a sympathetic understanding of Americans as individuals, based upon many visits to our country over a period of nearly fifty years.

The present justification for the book (if, indeed, Dr. Jacks' analytical powers and interpretive skill ever need any justification for being exercised) was an extensive tour of America in 1931 and 1932 during which he covered all parts of the country, addressed audiences in forty-two of the forty-eight states and held innumerable conferences with leaders in civic, social, political, industrial and educational life. Few visitors from other lands have had a better opportunity to see and know

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America. He writes of us out of a rich background of observation, a long acquaintance, and lastly from an up-to-date, first hand view of all parts of the nation. What he says is therefore significant because it is not hearsay.

He comments on our love of "problems" or love of discussing them. He calls America "the problem hunter's paradise" and his report of our attitude toward problems brings into bold relief some of our high aspirations. He is always impressed with the zeal with which groups and conferences go at the attainment of these aspirations. English visitors at an educational conference he thinks would imagine themselves at an religious revival. " . . . What these eager men and women has at heart is nothing less than the future of their country, which they are all intent on building up into some sort of Kingdom of God."

Indeed, it was while attending one of these conferences (the National Recreation Congress in 1930) that the idea of Dr. Jacks' tour was conceived:

"Greatly impressed by the personnel of this movement, and encouraged by the interest shown in what I said, I was led to study the movement more closely and became convinced that it represented an interesting current of American life, but one which I had previously known nothing of. I knew, of course, that the notion of America as a land of universal hustle, 'go-getting' and dollar worship was far from being the 'whole truth and nothing but the truth,' but I was unprepared to find a powerful movement in existence, with nation-wide ramifications, working in the opposite direction. Here was a large body of men and women, comprising thoughtful and public-spirited citizens from all parts of the United States, genuinely interested in the art of wise living."

Dr. Jacks finds in our standardization a blessing—"A condition absolutely essential to all forms of human originality. It is a rock on which originality builds . . . . whence follows the comforting hope for the world at large and for America in particular."

Deploring the absence of the best minds in our political life, Dr. Jacks says "America is singularly rich in the human material which might produce political leadership of the highest order. The tragedy is that it does not lead. Her resources are vaster than she knows and not always what she thinks they are."

Several chapters are devoted to recreation. It is "one of the most promising currents in American life," says Dr. Jacks, and proceeds to report on the public concern found on the part of civic leaders about recreation; the devoted and skilled persons making up the profession of recreation leadership; the work and influence of the National Recreation Association; the richness of program found in the public recreation departments in many cities; and in general on many aspects of what he calls "that remarkable phenomenon, the municipal recreation of America."

Comparing the American system of trained leaders with the English system where leaders for recreation are less used, Dr. Jacks says, "I have no hesitation in saying which of the two methods gives the better results in morals, sociability and fun."

The lovely places and the dark spots are treated impartially and this makes the reader more eager to see what is ahead and to learn what he and his discriminating wife (for she was his constant companion on the last trip) had to say about the streets, sidewalks, open places, people, children, the noises, the smells, ideas, aspirations, methods and emotions of Americans.

And the reader is not disappointed. He closes the book feeling that he and his fellow Americans have been described by an understanding friend from England. The book should be read by all persons who are concerned with our social problems and will be read with delight by those who see a rich promise in a better understanding of international friendships.

The Forest For Recreation and a Program For Forest Recreation

Prepared by the Forest Service, U. S. Department of Agriculture. U. S. Government Printing Office, Washington, D. C.

This report, a reprint from a national plan for American forestry, discusses the volume and nature of forest recreation from a monetary and social basis, the purposes, the types of recreational forest areas, the problems of forest recreation, and the area to be set aside for recreation. It is estimated in the report that approximately 45,000,000 acres will be required primarily for recreational use. Of this acreage the largest amount (11,000,000) will be devoted to outing areas.

A Program Book For Young Women in Small Communities

By Elizabeth B. Herring. Womans Press, New York. $.50.

In this booklet Miss Herring gives us some practical suggestions for the problem, recognized as a difficult one, of providing for the needs of young women in small communities, particularly in their leisure time life. She outlines briefly a number of organization plans, recommends source material on educational opportunities, dramatics and music, and tells some of the things which can be done in a workshop. Some indoor and outdoor recreational opportunities are given with source material. Conditions affecting young women are touched upon, such as the economic situation and citizenship, vocational education and earning a living, home-making and marriage, self-help and mutual aid, and finding a philosophy of life. References to source material accompany all suggestions. The publication has much to offer all leaders in girls' activities whether in cities or smaller communities.

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A Ray of Light

THE NEW DEAL involves new thinking as to values. Values thought to be as sure as Gibraltar crumbled. Are there other values which have even increased?

We are not quite so sure about bonds and stocks. We are more secure than ever as to the enjoyment in reading, in nature, in music, in art, in drama, in crafts, in power to do things with our bodies—to tramp, to swim, to skate.

We want some form of security somewhere. Security in the arts is not a substitute for security as to food—clothing—shelter. Yet it helps to know that in a world where millions who want only work must have relief funds—the human spirit still can have a measure of triumph.

Men themselves out of work—after training — are giving leadership in the arts—in the art of recreation, to yet others who too are out of work, to the end that all together may keep their spirits triumphant—unbowed even with the present weight of woe.

Dark as is the curse of unemployment — yet there is something thrilling in thousands of children having playgrounds because unemployed men and women paid with relief funds are freed to give leadership to them. Boys and girls are swimming in swimming pools that the unemployed have built, young men and young women are playing tennis on tennis courts that unemployed labor has created. Men are playing baseball on fields which have been levelled off because relief funds were available and men preferred to work for their relief.

We were so busy filling our granaries with wheat and corn, stuffing our warehouses with cloth, making steel for buildings, that many had no *time* to read, to swim, to play ball, to compose and play music, to do the things that would build immortal souls.

And now we have had *time* to build playgrounds, swimming pools, athletic fields for our children and for ourselves.

Dark and terrible as unemployment is and ever must be — yet through this darkness breaks a little light—with a note of promise unemployed men themselves are building recreation facilities, giving recreation leadership — providing means for more abundant living—and building also a public opinion which begins to recognize that the human activity of living, of playing, of creating for the joy of the activity itself — which has been rated as temporary and passing, is after all permanent, abiding, secure.

Many are feeling with David Cushman Coyle: "We need a society in which the economic is put in the cellar where it belongs and the living room is left for life itself."

HOWARD BRAUCHER.

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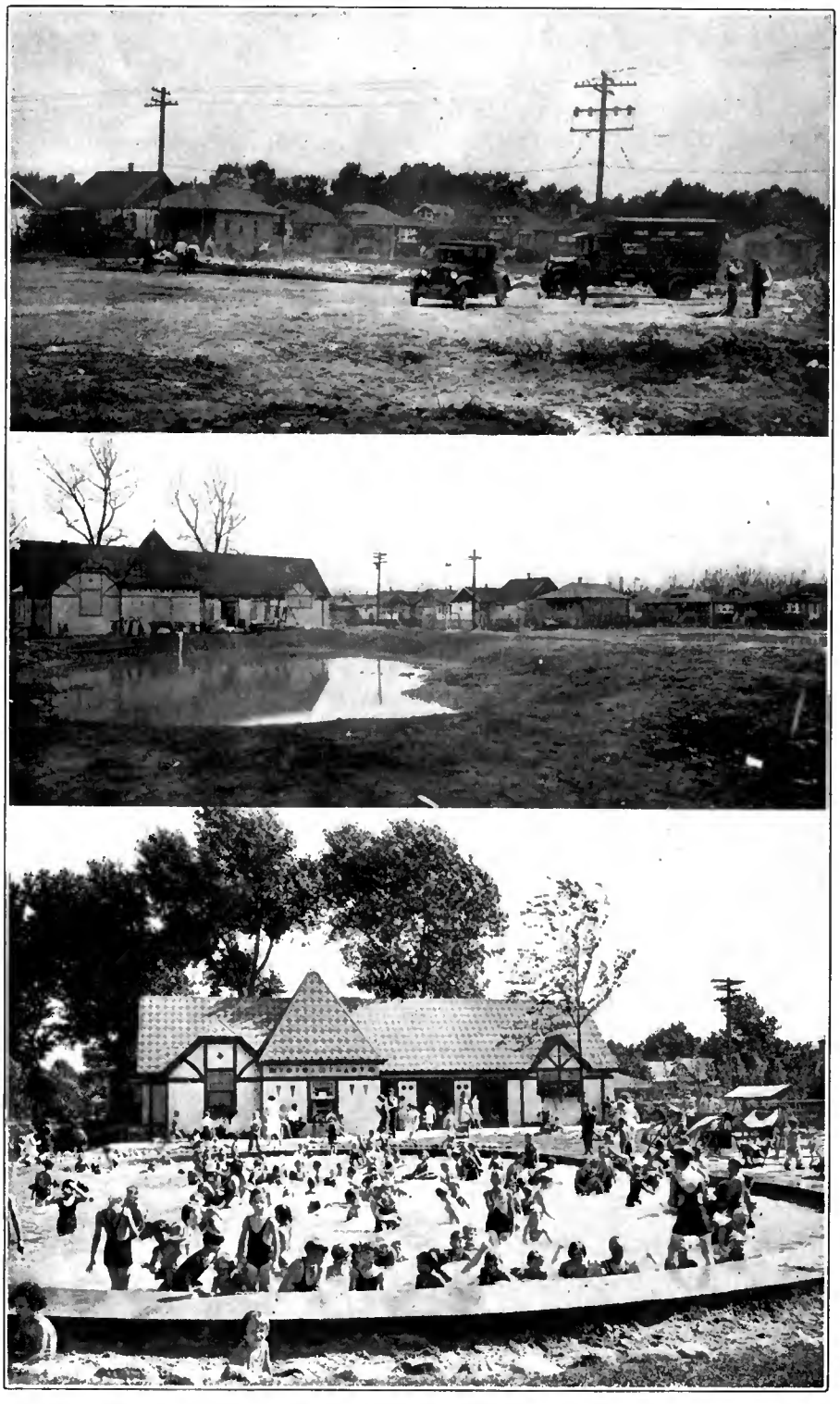
The Evolution of a Playground



The James Barrie Playground, Oak Park, Illinois

(See page 294)

Training for Leisure

By GEORGE A. LUNDBERG
Department of Sociology
Columbia University

"THE WHOLE END and object of education," said Aristotle, "is training for the right use of leisure." It is only recently, however, that the full practical import of this declaration has made itself felt. In the first place, the amount of leisure time has been constantly increasing and seems destined to even more rapid increase in the near future. In the second place, urban civilization has disrupted traditional leisure pursuits and the individual's control over his own leisure, thus making necessary community action on the subject.

Aside from the tremendous amount of enforced leisure which the economic depression has brought in its wake, it has directed attention to the constantly shortening working week and working day even during periods of prosperity. Labor leaders exhibit charts showing the reduction of the working week from eighty-four hours in 1840 to fifty hours or less in 1930. Since that time the forty-hour week has, in theory at least, already been accepted. In addition, more than one-third of our population are children and from forty to fifty per cent of all their waking hours is leisure time.[1] Another fifth of the population engaged as housewives has been largely released from the drudgery of long hours by the changing role of the home as well as by the revolution in the technique of housekeeping. Not only has the number of children per family decreased but the mother's responsibility for education and rearing has been largely assumed by the community. Household conveniences—gas, electricity, water supply, and sewage disposal—as well as the simplifications in the preparation of food and the making of clothing have greatly lessened the labor of millions of women. Add to this large number of women and children the "retired" and the "leisure class" proper, and some idea is secured of the enormous amount of leisure which exists in a modern community. In the face of such facts and with even more striking prospects for the future, it is not surprising that President Nicholas Murray Butler declares that "guidance in the right use of leisure is vastly more important than what is now known as vocational guidance."

What will people do with this additional leisure? One student of the problem has stated the question in this way: "Will they take as the model for their leisure the sort of life now most favored by the 'idle rich' and get as much of that sort of thing as their means enable them to procure—display, luxurious feeding, sex excitement, gambling, bridge, golf, globe-trotting, and the rest? Or will they spend it in the way the idle poor—by whom I mean the unemployed—are now spending the leisure forced on them by the industrial crises, which consists, for the most part, in just stagnating, physically, mentally, and morally? Or will it be a mixture of the two—stagnations relieved by whatever doses of external excitement people may have the cash to purchase?"[2] We do not know which possibility is being chosen nor why, although the problem has already been with us for some decades. Yet these are questions which are at least as challenging as any now occupying the attention of social scientists.

What people will do with the new leisure is largely a question of what we train them to do. I assume that it will be granted that the choice and technique of avocational and leisure pursuits are not acquired any more spontaneously than are the choice and technique of vocational pursuits. I shall take it for granted also that what people do with their leisure is a matter of social concern. Otherwise I should have to devote the remainder of this article to an exhibit of numerous studies and testimonials on the relation between leisure pursuits and delinquency, illness, and demoraliza-

Professor Lundberg's paper, which we are reprinting in *Recreation* through the courtesy of the *Teachers College Record*, was presented at the annual meeting of the American Sociological Society at Cincinnati, December 1932.

1 Estimate by Lies, E. T., *The Leisure of a People*, p. 56. The Council of Social Agencies, Indianapolis, 1929. See also Rosecrance, F. C., "Character Building, A Community Enterprise," *Journal of the National Education Association*, 21: 51-53, February, 1932.

2 Jacks, L. P. "Leisure: A New and Perplexing Problem," *New York Times Magazine*, p. 6, July 5, 1931.

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tion. Having assumed that these relations exist, we may now turn to possible approaches to the problem itself.

School Training for Leisure

Conventional studies of the subject of school training for leisure usually proceed somewhat as follows: (1) The curricular and extra-curricular subjects which are usually regarded as avocational are selected from a number of curricula; (2) the percentage of the whole school day given to these subjects is completed; (3) the investigator concludes largely on the basis of his own prejudices as to the propriety of this state of affairs.

Courtesy Board of Recreation Commissioners, East Orange, N. J.

The greatest satisfactions of life come from the acquisition of skills not necessarily of economic value.

Now I do not believe that such a performance would touch the essence of the problem, which, in my opinion, lies much deeper. Subject matter or activities cannot be very rigidly classified as vocational or avocational, work or play. The classification depends entirely on time, place, circumstance, and the person's mood. Consequently I do not believe that a mere change in subject matter of the present curriculum would of itself make much difference in present habits of leisure. These habits are an inseparable part of the dominant culture pattern of the day and as such wait for modification upon certain fundamental changes in the current philosophy of work as well as of leisure. Such changes in our philosophy depend not so much upon the subjects offered in the curriculum as upon the objectives that are held up as a justification for both vocational and avocational subjects. In other words, it is not so much a matter of what is taught as the spirit in which it is taught.

Let me give a few simple illustrations. Suppose, for example, that we introduce golf into the curriculum as a required subject and strongly impress students with proofs that it is as necessary as arithmetic to success in business. Suppose the avowed purpose of studying foreign languages and literature is to be able to astonish the boss by casually breaking into French. Suppose further that the major consideration in studying music is to gain grace with the boss's daughter. Suppose that the teaching of the fine arts, of the classics, and of the humanities in general keep well in the foreground their utility in impressing the board of directors. Under these conditions, would increased attention to these subjects cause any noticeable change in present leisure pursuits? I doubt it. The leisure activities of our time are concomitants of the tension and tempo of the dominant culture scheme. Any important change in our leisure habits will wait upon corresponding changes in our habits and attitudes toward work.

Now the dominating note of our teaching on this subject at the present time, both through our schools and through the more informal but perhaps more important community influences, is that the measure of a man is what he buys rather than what he is. We succeed in turning out from our schools products firmly convinced that the more wealth they can amass the happier they will be. Above all we imbue them with the firm conviction that the only means to both wealth and happiness is individualistic diligence in business. Calvin Coolidge was a true spokesman of our age when he intoned as follows: "To provide for the economic well-being of our inhabitants, only three attributes, which are not beyond the reach of the average person, are necessary—honesty, industry, thrift." If anyone doubts the thoroughness with which this doctrine has been inculcated, let him consult the most immediate victims of its fallaciousness. Let him consult those who stand in breadlines and sleep under bridges. Does any considerable number of them question the efficacy of hard work, saving, and minding their own business as the solution of their troubles? They do not. On the contrary, they are expecting a break any day now, when they will obtain a profitable job, invest a few hundred in the stock market, and presently retire to a castle in Scotland. Why

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not? It has been done by fellows once no better off than themselves. This has been and is the dominant theme, the prevailing overtone, the practical idealism of our educational system as well as of other community influences. Its growing incompatibility with the realities of the present situation is at the bottom of much personal and social maladjustment at the present time.

I trust it is unnecessary here to enter into any detailed discussion of the validity of this pattern on which we are at present organized. It should be clear that, at present, prosperity for large classes depends upon their working less rather than more, unless indeed we include intelligent cooperative effort as part of our work. It must be clear, further, that to an increasing degree the main objects of striving are no longer to be attained through the mere accumulation of individual wealth Health, personal security, and aesthetic satisfactions are increasingly dependent not upon individual wealth but upon *community* organization. The dominant objectives of present school training, both vocational and avocational, therefore, are false not only as regards their intrinsic validity but also as regards the means of their attainment.

"H. G. Wells said, It has always been a race between education and catastrophe,' and we have found that to be true in our attempted solution of the leisure problem; for this same problem is the most important one we have before us today, whether it is viewed from the standpoint of economics, sociology, industry, ethics or religion. The present unemployment is but one phase of it, and when that is solved the greater part of it will still remain. Anything that will help in its solution, especially from the standpoint of education, is a most welcome and valuable contribution at the present time."—*George B. Cutten*, President, Colgate University, in *Ventures in Informal Adult Education.*

Let us examine a little further how these attitudes affect the problem of leisure. I quote from *Recent Economic Changes* by the President's Committee, "It began to be recognized not only that leisure is 'consumable' but that people can not 'consume' leisure without consuming goods and services, and that leisure which results from our increasing man-hour productivity helps to create new needs and broader markets." Here we have very excellently revealed the current preoccupation of economists with the productive aspect of their subject. From this point of view the problem of leisure is a problem of increasing man's consumption of material goods so that business and profits may be bigger and better. This, apparently, is the highest and final object of endeavor. Increased sales bring increased employment and higher wages. Purchasing power is thus increased, which in turn makes possible still bigger business. If, as a result of big business, improved methods of production are devised by which a task that used to require four days now requires only two, the chief significance of this development, in current theory, is that in the time saved the laborer will be able to consume some goods and services for which he has hitherto not had time to develop an appetite. Herein we have the modern version of the fascinating experience of growing more corn to feed more hogs to make more money to buy more land to grow more corn to feed more hogs, and so on. This exhilarating round, at an ever-increasing tempo, represents, apparently, the highest aspiration of western civilization.

There is no denying the hypnotic centripetal power with which the increasingly rapid swirl of this circle is capable of holding man. As a method of bridging the gap between birth and death, *keeping occupied,* it has much to be said for it. It undoubtedly keeps many out of mischief. The people most completely in its sway are not infrequently the pillars of society. Among other things, it prevents philosophic meditation and those other morbid reflections which tend to afflict some preachers, professors, artists, and others who won't work according to the formula. Nevertheless, the charmed circle is unpleasantly suggestive of a squirrel cage and suitable rather to the brain of a squirrel than to that of man.

What is the alternative? It is conceivable that under another system of ideals and education men might prefer to utilize at least part of the leisure which the machine has won for them in some form of self-activity which would not greatly affect economic production of profits. We might, for example, hold up what men are rather than what they buy as a standard of worth. On this theory the greatest satisfactions of life as well as the best-balanced personalities come from the acquisition and exercise of skills and activities of various sorts not necessarily of economic significance. The consumption of blue sky, sunshine, and sylvan solitude, or the amateur dabbling in the fine arts is of this nature. Merely as a method of killing time and consuming energies it may be no

"A neighborhood workshop where facilities for and instruction in the plastic arts and crafts are provided is worth more than all the courses in the history and theory of art in the country."

Courtesy Los Angeles Playground and Recreation Department

more absorbing than the frantic game of keeping up with the Joneses. The justification for this substitute, therefore, must be based on other grounds. We must show that this substitute is in some way more compatible with man's biological nature and that its indulgence contributes more to that nice balance and integration of personality which is generally recognized as desirable.

The value of leisure-time activities, play, and recreation is usually conceded to lie in the nervous release which they afford from the customary and coercive activities which the social order imposes upon us. To the extent, therefore, that the pursuits of our leisure time tend to become organized under conventional patterns dictated by competitive consumption, they lose their unique and primary value as recreation and so become merely another department of activity devoted to the achievement of prestige or status. That a great deal of leisure-time activities at present, dictated as they are by the dominant economic motif of the age, partake of this nature, there can be no doubt. "If the business man plays golf, it is, as he will tell you, to keep himself fit for business; if he takes a holiday he is submitting to boredom for the same reason." [3] An increasing number of people find themselves coerced by such considerations into a meaningless round of "recreational," "leisure" activities, which they heroically endure but which is devoid of capacity to minister to release of the tensions and the development of personality which constitute the true purpose of recreation. Explosive and orgiastic "parties" are the pathological substitutes for the leisure pursuits which are the normal release of the tensions resulting from the job. Orgies have almost become a social obligation as well as a necessity. As one girl put it, "Without cocktails the pleasures of life would be quite insupportable."[4] Maxim Gorky remarked on a visit to Coney Island: "What an unhappy people it must be that turns for happiness here." What shall we, in fact, say of a civilization which has so encumbered life that one of every twenty of us is destined to be actually committed to a hospital for mental diseases? How shall we appraise a prosperity which insures that one out of every ten of us will suffer such mental impairment as to make him eligible for psychopathic institutions? [5] It is considerations of this kind which justify us in turning our attention to consumption of the products which might minister to the enrichment of life. One of the chief of these products is leisure.

The indictment of current leisure-time activity, then, rests not upon the mere fact that it tends to be increasingly commercial and coercive. Nor does it rest upon the *a priori* generalizations of artists and aesthetes regarding "higher" and "lower" forms of activity. The charge is that leisure or recreation of this type is neither leisure nor recreation in any basic biological or psychological sense. [6] Slavish pleasures and mechanical leisure are contraditions in terms. That the shorter working day necessarily means more leisure of a desired or desirable kind is a *non sequitur* which is almost universal but palpably false. All it necessarily means is more time for *other* pursuits, or for simple boredom. The latter is receiving increasing attention as a factor in mental disease. As Edman has said, "Leisure is an affair of mood and atmosphere rather than

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[3] Joad, C. E. M. *Diogenes; or, The Future of Leisure*, p. 65. Routledge, George & Sons, London, 1928.

[4] Jacks, L. P. *The Education of the Whole Man*, p. 67. Harper & Brothers, 1931.

[5] Ogburn, W. F., and Winston, Ellen, "The Frequency and Probability of Insanity." *American Journal of Sociology*, xxxiv: 822-831, March, 1929.

[6] *Cf.* Allport, F. W., "This Coming Era of Leisure," *Harper's Magazine*, November, 1931, pp. 641-652.

simply of the clock. It is not a chronological occurrence but a spiritual state. It is unhurried pleasurable living among one's native enthusiasms."

Spirit and Objective Vitally Important

It appears, then, that the training for leisure which the machine age makes necessary is not simply a matter of teaching school children some new games or requiring more hours of poetry, art, and classics. It is a matter of toning down some of the dominant notes of the current culture pattern and playing up certain others. Nothing that has been said above should be interpreted as depreciating the role of the schools in this process. I have merely suggested that the spirit and objective of what is taught is quite as important as the categorical subjects under which it is taught. Furthermore, the school and the curriculum constitute only one of the influences and agencies which are responsible for the present culture scheme. With these reservations in mind I shall conclude with some concrete suggestions as to possible curricular changes which might facilitate the enrichment of life by affording better opportunities for educating people to a more satisfying use of the new leisure.

A desirable leisure pursuit must fulfill four main requirements: first, it must have the capacity for being relatively permanently interesting; second, it must be as different as possible from the activities which our station in life forces upon us; third, it should as far as possible have both its origin and its fulfillment in the individual himself rather than in invidious coercions of the social or the economic order; and fourth, it should be at least compatible with, if not conducive to, physical and mental health and personality development.

Under the first criterion, namely, that of permanent interest, it might seem that one subject in the curriculum is as valuable as another in training for leisure. I have already suggested that the whole problem is not so much a question of subject matter as of the spirit in which teaching and learning take place. I am aware, for example, of the permanent fascination which science and mathematics are capable of exerting over many minds. Instead of attempting to ascribe particular value to a particular subject *per se*, therefore, as desirable for leisure we must seek for a certain balance in the curriculum. For the essence of a leisure pursuit is that it should afford relaxation and relief from the socially obligatory activities of our life. Hence the second criterion that a leisure pursuit should be as different as possible from the activities which from choice or compulsion absorb most of our time. I have in mind the position of Darwin when he said: "It is an accursed evil to a man to become so absorbed in any subject as I am in mine. . . . If I had my life to live over again, I would have made a rule to read some poetry or listen to some music at least once a week." [7]

From this point of view, I believe that the chief modification needed in the present curriculum for most people in order to afford more adequate training for leisure is greater emphasis on the arts, the crafts, and the enjoyment of nature. It seems to me that these fields not only possess to an unusual degree the capacity for being permanently interesting, but by the very uniqueness of the media which they involve as compared with those with which present civilization is primarily concerned, they are especially adapted to afford that release and relaxation which should be the essence of leisure pursuits. Without going into details as to the present position of these subjects in the curriculum, one may properly ask, for example, by what standards it is considered essential for high school or college people to have spent some years on foreign languages, literature, and philosophy, while no familiarity whatever with the works of Beethoven or Brahms is required. Yet the latter remain exciting even after we have heard them a hundred times and over an indefinite span of years. How many books, poems, or philosophical theories do we re read with satisfaction as often as every month or even every year?

Space forbids further elaboration and application of this

Nature provides inexhaustible resources for a satisfying use of leisure with minimum equipment.

[7] *Life and Letters of Charles Darwin*, Vol. I, pp. 81, 495. D. Appleton and Company, 1911.

reasoning to other arts, crafts, and the contemplation of nature. I have merely given an illustration of the line of reasoning upon which a revision of the curriculum might be undertaken to afford more adequate training for leisure. These subjects also fulfill to an unusual degree the other two criteria of desirable leisure pursuits, in that they can be carried on by the individual relatively independently of the more prevalent social coercions and in that they are highly compatible with man's physical and social well-being.

In this connection we must again emphasize that mere changes in the curriculum in this direction will not accomplish much unless a corresponding change takes place in the current culture pattern as a whole. The subjects mentioned above fail to play an important role in the lives and the leisure of most people for two main reasons: (1) Under the current dominant culture pattern which I have described these subjects have been regarded with suspicion if not with contempt. They have been considered proper subjects for women and "sissies" but not for he-men who expect to amount to something in the world. (2) They have been and are now being taught in a way that tends to confirm the above popular estimate. For credit, at least, the curriculum tends to recognize only courses *about* art which, if they have any effect at all, qualify those who take them only to talk glibly about subjects concerning which they have no real understanding or feeling whatever. I refer to the so-called "appreciation" courses. A student who can merely perform creatively can get no credit for it in schools, although even a very elementary ability to perform, for example, on some instrument, frequently involves more hours of application than an entire college course. A neighborhood workshop where facilities for and instruction in the plastic arts and crafts are provided is worth more than all the courses in the history and theory of art in the country. And participation in a chorus, orchestra, or chamber music group is worth more than all the music "appreciation" courses in the world. Our pedagogues need to recognize that it is more important that pupils should leave school with a great curiosity about the world and a desire to inquire into it than that they should be able to chatter about textbook details. Likewise, it is more important that they should have become interested in the acquisition of some skill in some art than that they should know the history and theory of that art. I do not say that these matters are fundamentally incompatible. I do say that means are frequently so mishandled as to defeat the main end. Let us put the emphasis on the acquisition of skill in some of these fields and the appreciation will take care of itself.

In addition to the development of skill in the arts and the crafts, I believe that the schools can do more than they are now doing in the development of a fondness for outdoor life and the enjoyment of nature. Closely related is general participation in outdoor sports on a really amateur basis. The possibilities of outdoor life and sports as among the most obvious and satisfying uses of leisure are so generally recognized as to make elaboration here unnecessary. I am aware of the problems they represent in the larger urban centers. These problems are not beyond solution if given a sufficient demand for more adequate facilities. We may profitably look to Germany, England, and the Scandinavian countries for examples of what may be done in this field.

In conclusion, it should be noted that as we grow conscious of the problem of leisure, there is danger that through the techniques of business efficiency recreation may become more of a grind than work ever was. I refer to the passion for organizing, directing, and supervising everything. Last summer the superintendent of a city recreation commission proudly showed me his system of playground supervision. Every minute was scheduled under a leader in charge of each playground. A staff of supervisors dashed around in cars visiting each playground many times during the day to see that the leader was operating according to schedule and that everybody was working hard at playing. There was a tension pervading the scene comparable to that of a modern efficiency factory. Facilities and leadership have their place and they require organization and supervision. But again we need to be on our guard lest, following again the ideals of our dominant culture pattern, we become so preoccupied with the means that we forget the end.

"There is no better way of safeguarding a democracy than by improving the quality of its future citizens. Bring our children up in an atmosphere in which they can exercise their native abilities and we shall develop a new race, strong, free and fit for self-government. The primary function of a recreation program is to create such an atmosphere, and the effectiveness of the program can best be judged by the response of our people to it."—*Mrs. Eugene Meyer,* Chairman, Westchester County Recreation Committee.

Find Your Leader and Train Him!

An interesting and important sport for our adult leaders.

By DE ALTON E. PARTRIDGE
and
CHARLES F. SMITH

AT THE OUTSET we must all understand clearly what we mean by the term "leader." Pages are written about leaders but they are rarely defined. One author distinguishes between leaders and what he calls "Headmen," those who are in positions of leadership but never do anything about it. Other writers use the term "leader" only when they refer to individuals elected to responsible positions. We have all heard the expression, "Wherever there is play, there is a leader."

After a study of many definitions, the following has been devised as the basis for this article: A leader is an individual who **causes** other people to **act** and **think** the way **he would like them to act and think.** (Note carefully the words printed in bold face type.)

Leaders Do Not Drive. According to our interpretation of this definition the director who holds executive power over his subordinates and who drives them in the direction he would like them to go is not necessarily a leader. Those under him may **act** as he wishes them for fear of losing their jobs if they did otherwise; but the point involved in respect to the definition is this—Did the director prove himself a leader by getting "other people to **act** and **think**" his way? Then, too, there are many boy and girl leaders who are given authority by an adult who may not be leaders, but they sometimes get results by driving the other children under them.

Right and Wrong Leaders. Read the definition of leadership again and you will see that according to it those individuals who lead in the wrong direction, according to standards of social behavior, are leaders nevertheless. Many adult supervisors fail to recognize this and overlook the fact that a so-called problem boy may be a leader insofar as his relationship with his own group is concerned; he influences others to act and think the way he wishes them to act and think. So it is not the way an individual influences others but the fact that he is able to do so that marks him as a leader.

Train Children to Choose Leaders. Isn't it rather startling to consider how little has been done in our educational institutions—the playground included—either to train competent leaders or to teach boys and girls how to choose them wisely—and this, in spite of the fact that our basic hope in democratic government depends upon our ability to choose leaders wisely? The mediocrity of ability which finds its way into many responsible civic positions should be mute evidence that some very definite educational process is essential to the proper continuance of our national democracy. For children, play and recreation provide great opportunities for developing leadership ability, along with ability to choose leaders wisely and to follow them to the degree that they merit followship. Recent studies have shown that no matter how small the group there is bound to be one individual who will partially dominate. It is quite impossible to find two individuals in the same group so much alike that one of them would not assume the initiative. Indeed, studies have identified this characteristic of leadership at an age as young as three months.

Human beings are not divided into two distinct groups with respect to leadership ability—namely, leaders and non-leaders; on the contrary there is a continual

This material has been prepared at the request of the editor of *Recreation* in response to the article "Junior Leadership on the Playground" which appeared in the June issue. The joint authors are well-known in the field of recreation. Mr. Partridge has contributed a part of the material which will appear in his research study of Leadership and Leadership Training which he is conducting at Teachers College, Columbia University. Mr. Smith is Instructor of Recreational Leadership at the same university. He has contributed frequently to *Recreation*, and is best known in the field of play and recreation as author of a recent popular book, *Games and Game Leadership.*

The subject of Leaders and Leadership has always been popular. Philosophers have philosophized about it; so-called leaders continue to try to lead but comparatively little scientific work has been done to help us understand what leadership ability really is and how it operates. This article summarizes the most significant studies which have been made during the past decade and evolves them into a workable philosophy applicable to play and recreational leadership. It is well worth while for those of us who deal directly with young people to consider the scientific work done in this field.

distribution of ability from those who are seldom leaders in any situation, up to those who are leaders in practically all situations. It is difficult even to imagine a collection of children that does not contain at least one dominant individual. As play and recreation leaders we should all be constantly aware of our responsibility in giving embryo leaders an opportunity to develop and expand their capacities, even at the temporary expense of the activity itself if necessary.

A Philosophy of Play Leadership. At this point let us interrupt the thought to outline briefly a philosophy of play activities that is fundamental to the further consideration of the subject of leadership in this article. It is believed every supervisor would agree that it is the major duty of play leaders to teach children to perform better those desirable recreational activities which they are likely to perform anyway. That is to say, the director should give adequate consideration not only to the activities that are performed on playgrounds or play fields when he is present, but he should also ask himself, "What will the players do when I am not there?" No doubt most readers will agree to a second thesis, which maintains that another duty of the play leader is to reveal higher types of activities and—more important—to make these both desired and to an extent possible. If you believe in these theses you must direct recreational activities so that the participants are enabled to perform better and to have more fun out of the activities you provide than they were going to have anyway without your leadership. Furthermore, you must take youngsters from the point at which they are and reveal to them higher types of activities, preferably those that lead on and out of the playground.

Natural Groups and Natural Leaders. Now let us get back to the subject of leadership to point out that if you agree with the above philosophy, you will also agree that the most important reason for using natural groups and leadership from within them is to insure a carry-over into the spontaneous group activities which operates during the leisure time of the children with whom you deal when they are not under your immediate supervision. It is only through influence of this kind that you can hope to produce permanent and constructive results in the lives of the individuals with whom you deal. It is quite important, for this reason, if for no other, that you observe the presence of a natural group and deal with it through its natural leader. How unfortunate it is that adults who are supposed to be leaders are frequently instrumental in destroying the very threads of these natural groupings of children so that there cannot possibly be a carry-over from the playground to spontaneous outside activities! To be sure, you may get immediate results because of the power vested in you, but your prestige immediately wastes away when the group resumes its own activities. It is trite to comment on how much more effective it is for the prestige of the leader to carry over to outside life situations. "Fine theory," say some adults, "but you forget that many of the natural leaders do not always want to lead in the right direction, and many of them are mischief makers of great ability."

No one can dispute that, but that is exactly the problem that confronts the supervisor. This is not a problem peculiar to playground supervisors; it is one of society's greatest problems. The outstanding misunderstanding of adults regarding leadership usually comes when the boy or girl leader is not interested in directing the activity in the way in which the adult would like him to. Admittedly, it demands skill for the leader to get certain people to act and think the way he would like them to act and think, but remember, our definition of a leader requires that he be able to do this.

A Lesson From the Indians. The Plains Indians devised a very clever scheme for trapping buffaloes. After building a huge fan-shaped corral with a very large entrance and a very small exit leading over a big cliff, there was still the problem of getting the buffalo to enter the trap. The Indians were smart enough to do this by working through the leader of the herd. They realized that the winning over of his influence was worth more than any other method they could put forth. For days they would observe the herd until finally they spotted the leader. Then

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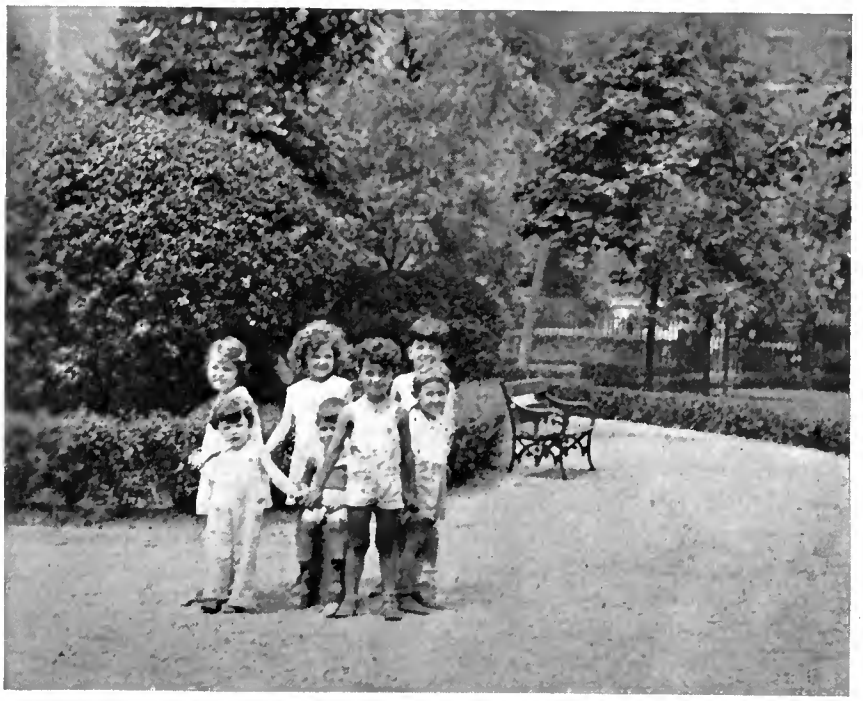
it was the job of a trained member of the tribe to arouse the curiosity of this leader. This he did by approaching him very carefully and attracting his attention by queer manoeuvers and slight noises. Sooner or later the herd leader moved cautiously in the direction of the Indian trapper who backed away toward the trap with the herd leader, and the herd following him. Then the trapper made his exit while the remainder of the tribe of Indians drove the herd and caused a stampede which forced the buffaloes over the cliff to their destruction or capture.

Developing Boy and Girl Leaders. Not the least important reason for using and developing potential boy and girl leaders from within the group is the economy of time and effort in the long run. No one will deny that at the outset it is much easier for the adult who does not possess executive ability to assume practically all responsibility himself, in order to get the job done in the way he wishes it done. Many of us can think back to our own childhood days and remember someone saying in effect, "Oh, you run along, I can do it better myself." Do you remember the way you felt on such occasions? The individual who made that comment was correct, because his objective was only to get the job done rather than to enrich the experiences of children. The final measurements of the ability of junior leaders should not be in terms of the appearance of their personal leadership to experienced adults, but rather in terms of how effective it is in bringing about rich experiences. No one blames the novice adult leader of play who is constantly tempted to interfere and to run the show himself. Evidently this novice does not have in mind goals and objectives of recreational education, and he only sees what is before his eyes, whereas the experienced leader sees not only what is happening but what may happen after the children leave the playground.

Raising Standards of Free Play. Everyone knows that the job of the playground, for example, is to do more than provide worthy use of leisure time, and to influence the character of children only when they are on the scene of action. There should be ample provision made for discovering the natural groups which come to the playground, and an attempt should be made to raise the level of their activities before sending them back into the streets and fields under their own leadership. We can multiply the chances for this happening by utilizing the real leadership that exists in each group. A trained supervisor would never think of ignoring the recognized leader of a group of adults when dealing with them in recreational affairs. On the other hand, this same leader too often does exactly this thing when dealing with children.

Finding the Leaders. This raises a very practical problem — namely, what are some effective ways to discover these group leaders? To answer this question partially, let us consider the findings of recent researches relative to the characteristics of apparent child leaders. Practically every scientific investigation which has been reported concludes that those who come into positions of leadership are superior to the average of their group in intelligence. Not all studies agree to the amount of superiority, but there is a general agreement as to the validity of the generalization that other things being equal, the leader of the



Courtesy Hotel Gramercy Park, New York City

A group of young leaders receiving their instruction.

group will be *among* the most intelligent of the group. So it may be concluded that while not all intelligent children are leaders, the natural leaders are usually among the most intelligent.

Research indicates that leadership tends to be specific; that is, a leader in one activity, say baseball, may not be a leader in other activities, particularly if they are of a different nature, such as dramatics. Where a leader is needed for any specific activity he should have considerable natural ability in that activity. Over against this, however, there is a definite tendency for an individual who is a leader in one activity to be considered by the group as a leader in others. Apparently there are two reasons for this: (1) Superior characteristics tend to be associated in an individual; (2) There is a general tendency in human beings to place a "halo" around certain individuals who stand out in one activity and immediately assume that they are superior in others.

Regarding the first point, studies show that with comparatively few exceptions, these individuals of superior intelligence are taller, heavier, stronger, quicker, and — most important — more attractive. Regarding the second point, it is perfectly normal for those who are not natural leaders to set others who have that ability upon a pedestal since they are superior in height, poise, intelligence, and usually in prowess. This tendency makes it difficult for the supervisor to distinguish the popular "prima donna" from the real leader of the group. The outstanding athlete in college is frequently chosen by the student body as president of his class, although his ability in fulfilling this position adequately is almost nil. The point of the presentation of the foregoing findings is to indicate the tendency of individuals to choose leaders unwisely. Study indicates that there is much to be done in the important matter of teaching children to choose their leaders with a reasonable degree of intelligence.

Teach Children to Choose Their Leaders. For an adult to assume the responsibility of choosing the leader is like a situation difficult to imagine in which a music teacher would agree to practice for his pupils. Experiment has shown that adolescent boys and girls are perfectly capable of choosing intelligent leaders if trained to do so, and if given an opportunity to try after they have had an opportunity to become acquainted with each other. The novice may ask, "What shall I do when they select the wrong leader?" One thing is to make certain that the choice of the wrong leader is realized by the choosers. Arrangements can be tactfully made for consecutive elections until the right individual is chosen. If at the time of the election, it is understood that the leader is chosen subject to a trial period, the others will be alert to spot the real leader, and it will not take them long to do so. Experiments have proven this beyond a reasonable doubt. It is true that there are some individuals who act well the part of a leader without having real ability to back it up. However, sooner or later the way a leader talks and acts will distinguish him from his associates.

Avoid Adult Standards of Judging. One reason for the discouragement of inexperienced adults is their tendency to judge childhood behavior and childhood ability on an adult scale. Certainly we should expect and hope for the best, but when junior leaders fail to use adequate

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Avocational Education

The forms that avocational interests may take are as broad as human interests. The more they overlap, the richer will be the individual's powers of expression.

MORALE—that inner urge to do, to believe, to achieve, and to desire—sustains people during hours of trial. During the war much was done to build morale both among the soldiers and civilians, in order that the nation might come through triumphantly. Morale building is just as important during the present economic crisis.

To satisfy the hunger of the body is a first concern. But to keep men and women from defeat of the spirit and personality, we must keep alive the hunger of the mind to reach out and learn; the hunger of the hands for skills, and of the social instincts to meet with other people. These things are the roots of morale and of pride. They save the human spirit from apathy, from the death in life that can come even to the well-fed.

The efforts of communities in providing recreational and avocational occupations are serving not only to maintain morale now among unemployed and depressed people. Such efforts are preparing for the enrichment of life tomorrow. For many signs of today point toward increased need for avocational pursuits in the reconstructed future.

The Work Day Shortens

First, is the indication that hours of work will be greatly curtailed for all workers. Already hours have been cut in many industries, and the full holiday on Saturday has come into effect widely as a means of spreading work. Whether or not we believe in such schemes for engineering the future as Technocracy, it is clear to leaders in different fields that increasing technical progress will enable men and women to make a living in only a fraction of their waking hours. A wide margin of free time will be left to them to fill as they please. So that people will not be helpless in the face of these idle hours, or will not use them destructively, an avocation will be as necessary as a job.

A further reason for promoting avocational education comes through the changing character of work itself. Work has been mechanized and intricately subdivided. Yet the nature of man has not changed as a complex civilization has encompassed him. He is a skill-hungry animal and must express himself in activity. In order to get fulfillment and satisfaction, he must do more than tend a machine, pull a lever, or push a button.

Increasingly adults must find outlets for their abilities, talents, hobbies and interests outside of their work. The measure of a man tomorrow promises to be not only how successful he is in his vocation, but how much he enjoys his avocation. That education for leisure is now vital to our civilization is recognized as *Social Trends*, the research findings of a committee of social scientists appointed by ex-President Hoover.

Dr. L. P. Jacks of Oxford University is among the educators who are pointing out that modern leisure must set free the creative powers of men and women, thwarted in modern industry. He states, "No amount of ready-made pleasures, no intensity of external excitement will ever compensate a human being for the starvation of his essential nature when skill is denied him. The driving power to be relied upon in bringing out crea-

This report on Avocations for Adults was prepared for the National Commission on the Enrichment of Adult Life, National Education Association by a committee consisting of the following members: Otto T. Mallery, President of the Philadelphia Playgrounds Association, Chairman; Grace Abbott, Chief of the Children's Bureau; W. T. Bogan, Superintendent of Schools, Chicago; John H. Finley, Associate Editor *New York Times;* Katherine Kohler, Board of Education, Minneapolis; James E. Russell, formerly Dean, Teachers College, Columbia University, and James E. Rogers, National Recreation Association, Secretary of the Committee.

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Courtesy San Francisco Recreation Commission

Amateur music has felt no slump in the depression. People have turned to it increasingly.

tive ability is the love of beauty, innate in everybody, but suppressed, smothered, thwarted in most of us—a deep, unsatisfied hunger, rendering our lives miserable though we don't know what is the matter."

In this high-speed age, avocations provide needed relief from tension. They are enemies of the American diseases current among people in all classs of society—physical, mental, and nervous breakdowns.

The Contribution of Recreation

Avocations are serving many adults today as the most satisfying form of recreation. Recreation is concerned not only with fun, amusement and pleasure, but with affairs of deeper meaning. As a child gains his life through play, so an adult re-creates his life and liberates his spirit through recreation. Sports and games programs, music, art, drama, handcraft, nature study and social activities are among the varied fields of recreation which lend themselves to hobbies and avocations.

And thus we find that agencies which exist to promote recreation are an invaluable community resource in avocational education. Public recreation departments in their programs both for children and adults are fostering tastes, hobbies, and skills that will provide life-long avocational interests. The Y. M. C. A., Y. W. C. A., Girl and Boy Scouts, settlements and museums, are among other agencies that prepare for future avocations.

Training For Leisure

Habits for the use of leisure are most effectively formed in childhood. Many of the men and women who are now at a loss for ways to occupy their spare time received the formal education of yesterday's school and had few opportunities in their spare time as children to plant enthusiasms that could grow with the years. Now, more and more schools and colleges are recognizing the challenge to train boys and girls for the wise use of leisure, as well as for making a living. Leadership for play outside the school supplements this curricular training.

A choice of leisure time activities offered to boys and girls gives them a chance to decide which they want to pursue as adults. In the plentiful spare time that is promised to them as workers of the future, they will have time to follow several avocations.

The Schools' Contribution

Beside their contribution in training children for the wise use of leisure, schools are taking an important part in the community scheme for developing avocations among adults. The "lighted schoolhouse" in many cities is offering a wide choice of public evening classes, clubs and recreational groups, reaching at least a million men and women. Informal and purely voluntary in spirit, these activities are found in all sections of the country, though by no means in every school system. The important community resource of the school plant is far too little used outside regular school hours.

The depression has forced the curtailment of evening school staffs in some cities. In others, however, the challenge of unemployment has greatly enlarged the activities, volunteers supporting the work of the regular teaching staff. Although many students enter evening schools

to study along vocational lines, or to get schooling they missed in their childhood, avocational interests are increasing. Dramatics, choruses, craft work, gymnasium classes, swimming, athletics, and painting are popular. A number of schools stress the importance of community singing, dancing, and social recreation as a means of developing friendships and clearing the atmosphere of formalism.

The evening school system in Dallas, Texas, publishes a newspaper, which has done much to stimulate attendance. Among the students in this system is a grandfather who is studying journalism. He married early and reared a family of nine children who now have children of their own. All his life he has wanted to write, but this is his first chance to learn about the art.

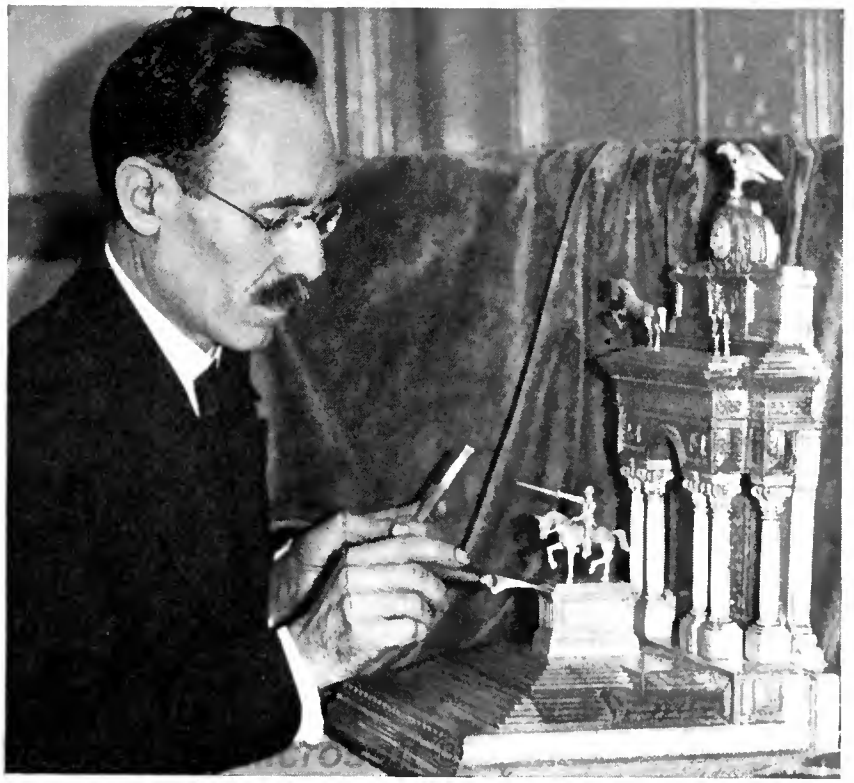
Denver's famous "Opportunity School" offers any kind of educational service for any individual whenever he comes and asks for it. The very flexible scheme permits students to enter at any time during the year and to spend as much time as they wish at school work. In 1931 the more than 9,000 students ranged in ages from 13 to 79, and 1,000 people had to be denied admission because of lack of space and facilities.

Through the notable recreation plan of schools in Newark, New Jersey, the individual is given under one direction, from his early childhood through adulthood, the opportunity to exercise the physical, rhythmic, manual, dramatic and social skills he has learned in the curricular activities of the classroom and gymnasium To carry over into adult life the interests and skills for leisure formed in childhood and to give them fresh information and inspiration on which to feed as the years go by, will be a growing obligation of the school of the future.

Avocations and Unemployment

The "bitter leisure" of unemployment is being filled with constructive activity through the efforts of schools, public recreation departments and other community agencies. Men and women either totally or partially unemployed are finding a chance to acquire skills and hobbies that are giving them new courage and a fresh outlook on life. While they are keeping occupied in the school workshop, community recreation center or settlement house, many of them are discovering for the first time their own powers, tastes and capacities. Having held routine jobs and used their leisure for futile amusements, they have never known before the satisfaction of creative achievement.

Among young people who have left school recently but cannot find work, the cultivation of avocations is especially needed. These boys and girls have never known the stabilizing influence of a job. Restless, seeking adventure, feeling that there is no place for them in community life, thousands of such youngsters have taken to the road. To stem an increasing tide of vagabondage, with its grave dangers to health and character, communities must mobilize their resources for avocational and recreational activities. Arts, crafts and sports, under good leadership can provide for young people substitute adventures, a



A shoemaker of Boston finds his chief joy in beautiful carving. Avocations involving skills with the hands give many individuals a great degree of satisfaction.

chance for achievement and a feeling that their community appreciates their abilities and wants them. When the call to work comes, they will be started in the avocations so necessary to a balanced life.

Sir Ronald Lindsay, British Ambassador, in explaining the recent march of the unemployed on London, said it was largely due to the fact that they had been sitting about so long that they wanted to "kick up their heels." Even though men are provided with food and shelter, when numbers of them are congregated in idleness they grow restless and even rebellious. Activity is one of the fundamental needs of human nature.

The experience of American cities with shelters for unemployed men soon proved that programs of activity are essential to keeping men orderly and contented while they are waiting for a job. Hence various amusements, recreations and avocations have been provided for the men in many such shelters. The work done in Philadelphia and Chicago is especially noteworthy. Musical and dramatic performances have revealed considerable talent among the men. Reading and quiet games such as chess, dominoes and cards are always available at the centers. The younger men enjoy active sports provided through basketball and volley ball leagues. Beginning with the simple handcraft of whittling with a knife, a whole program of crafts has been developed in the Chicago shelters, through cooperation with the Vocational Extension Department of the Board of Education. This program is interesting men in new vocations as well as avocations.

"Why walk the streets when you can play, study and produce?" the Department of Public Recreation in Reading, Pennsylvania, asks unemployed men. The man without a job in this city can go to any of four recreation centers for activities which bring greater dividends of knowledge and health out of enforced leisure.

"While art furnishes the patterns of human conduct and the aids to their performance, it also serves to provide the 'escapes' through which man turns his back on the world of duties and necessities, and finds sheer delight in a wholly imaginary life portrayed for him by the artist. . . Indeed, as our leisure time grows, it is probable that artistic activities, so long confined to the relatively few, will become a resource of all but the dullest, as we find in them new avenues to expression, new resources of reassurance, and new escapes from perplexity."—*L. K. Frank*, in the *American Magazine of Art.*

Hobbies

Hobbies are safety valves. They give a sense of power and achievement. In this highly standardized, artificial civilization, people must turn to them more and more for self-expression and for compensation. Yet thousands of men and women who need hobbies have never acquired them because of the lack of training and example, and also because of the desire for conformity that dominates our social life. The authors of "Middletown," study of a typical American small city, state that a man who followed a hobby there was considered somewhat of a "nut."

Studies of the hobbies of people in a variety of different occupations show a large category of interests outside of work. Physicians love to paint and sculpture and do it well, as shown in their recent art exhibit in New York City. Artists enjoy working at machinery. Many teachers find recreation in handcraft. An important industrialist can be found more often at his work-bench than at his office desk. For a certain locomotive engineer, the height of creative satisfaction is singing in the community chorus.

Among the "ninety-seven varieties of hobbies" listed as a results of a questionnaire sent to one hundred men and women in many different professions, were bookbinding, studying languages, interior decorating, fencing, chess, mask making, painting furniture, gardening, collecting (from sea shells to kites), cooking and "getting odd groups of people together to see what happens." Of all hobbies, travel and outdoor sports led.

Fields For Avocations

Avocations may be based upon skills with the hands—as pottery making, wood carving, sewing; skills of the body, as swimming, tennis, dancing, and mental skills, as creative writing, working at puzzles, composing music. Many avocations partake of more than one skill—for instance, sculpture, which involves both skill with the hands and creative imagination. A person who adopts the drama as an avocation and joins a little theater group may have for his spare time such varied interests as play writing, painting scenery, studying color and line as applied to costume design, and directing publicity, as well as expressing himself as an actor through the arts of voice and pantomime.

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Getting the Values Out of the School Social

Opportunities the school party offers for development and training.

By G. TURNER HICKS, Ph.D.
Head, Educotion Department
Murray, Kentucky, State Teachers College

Parties in celebration of holidays and occasions such as Hallowe'en play their part.

SCHOOL PARTIES *should furnish the opportunity to develop initiative and leadership, and to form habits of loyalty and cooperation.* Some boys and girls who never develop leadership traits in athletics, student councils or debates, can exercise these traits in the social evening. Successful school socials demand leaders for the different games and stunts, and where large numbers are used on the various committees the opportunity is offered to form habits of loyalty and cooperation.

They should provide opportunities for training in all forms of social convention and courtesies, such as how to act as hosts and hostesses, the technique of introductions, the formalities of polite society. The social training that many students receive in school is the only training they have along this line. Pupils need to know many important things about conventional social customs and to have a respect for them. In themselves these customs may mean little, but observance of them marks one as experienced and thoughtful, whereas neglect of them is evidence of crudeness or carelessness. School parties, far from being decried, should be welcomed and encouraged as offering a type of training not inherent in other school situations.

They should satisfy the instinctive impulses and cravings of adolescent nature, such as desire for social intercourse, rivalry in stunts, play, love of social approval, and self-assertiveness. The desire for social intercourse, or gregariousness, is one of the primary characteristics of adolescents. It is the normal desire of boys and girls to want to have regular and pleasant associations with other boys and girls. They will plan their parties and clandestine meetings at times when they will greatly interfere with school work if this impulse is not properly met in other ways.

They should provide social enjoyment for those whose home environment would make such

activities impossible. In many homes the financial status is so low and the environment conditions so poor that young people are not permitted to hold their social gatherings. Too often they are driven to seek their entertainment in commercial amusements. Hence the maladjustments and social evils, and the school's responsibility.

They should develop a better feeling of companionship between teachers, pupils and parents. By these social evenings teachers leading them may become acquainted with pupils under a different social atmosphere than that which prevails in the classroom, and they will learn many of their students' characteristics and eccentricities. They may find new angles of approach to their pupils and discover in them traits that can be used in dealing with classroom situations.

They should give moral training through social contact and develop the spirit of altruism through planning for the enjoyment of others. Morality is the practice of right conduct in relation to one's fellow man. If we can set up situations in which our young people can be led day after day to practise those highly desirable qualities of fair play, give and take, square dealing, thought for the other fellow, unselfishness, excellence of achievement and beauty of action, we shall find these boys and girls developing those habits which go to make the finest type of ethical character. One of the highest virtues is that of altruism, and nowhere do we have greater opportunity for its development than through planning for the enjoyment of others.

They should brighten school life and increase its holding power. In the writer's own experience as a high school principal he found that boys and girls who had to stop school to go to work desired to continue as part time pupils to enjoy the social activities.

They should train in habits of worthy use of leisure. It is just as essential to a stable social order that an individual should know how to spend his recreation hours as it is that he should know how to spend his vocational hours. The specialization in labor, large scale production and limited working hours on the one hand, and the tendency to commercialize our most popular entertainments and amusements on the other, have created what some feel to be a crisis in our national moral life. We must teach boys and girls to discriminate between enjoyments that enrich and enlarge their lives, and those that degrade and dissipate.

They should bring out the retiring, self-conscious type of pupil and prevent the development of the anti-social type. The pupil who is shy, diffident and timid, needs to be set free. It is possible through well-planned social evenings to provide opportunities through which every pupil may find release from the inhibitions and repressions so common in the lives of many of our young people.

They should develop an appreciation of the esthetic in art and music; of intellect, humor and human nature. Appreciation in the life of the individual is recreative in that it relieves the mind of worry and soothes the emotions. It is impersonal in that it takes us out of ourselves. It has a close bearing on conduct as we become like that which we appreciate.

They should supply one of the strongest integrating forces of the school and promote school morale. School loyalty and morale come only as the pupils are kept busy and made happy through excellent achievement both in their subjects and in the planning and carrying out of successful social activities. School spirit or morale may be defined as that indefinite, subtle something which permeates and motivates the school, giving purpose, life and meaning to the work of the school. The growth of school loyalty makes for real integration and cements a heterogeneous group of individuals into a unified, effective social group.

They should motivate such curricular activities as art, music, drama, English, home economics, history, manual training and printing. The social activities can make a real contribution in the motivation of the curricular activities if they are properly integrated with the subjects of the curriculum. They may well form a practice ground for much of the training, knowledge and skill gained in the various subjects and classrooms.

They should promote health of body and mind through the proper functioning of the emotions. Health of body and mind depends upon the proper functioning of the emotions, and here wholesome enjoyment easily ranks first. Professor Burn-

Dr. Hicks is the author of "A Handbook of Social Programs for Teachers." The ranking of values for the school social which he presents is the composite view of 1153 people representing fifty-three writers in the field of extra-curricular activities, 300 college and graduate students, 250 high school superintendents and teachers, 150 parents of high school pupils, and 400 high school pupils, all a random sampling from every state.

ham feels that if the junior high school in its type of organization does nothing more than provide the proper outlet for the emotional life it is worth its cost.

They should provide activities suited to the ages of the pupils and prevent too much imitation of adult activities. There is much wholesome enjoyment for pupils when participating in activities that are on a par with their mental and social maturity. If left to themselves in planning these activities they will imitate the activities of adults in bridge parties and similar activities.

They should provide teachers the opportunity to set standards and ideals for social evenings. The tone of any community's social life may be elevated by teachers who have high ideals. This opportunity carries an obligation that cannot be lightly thrown off by teachers.

When held on patriotic occasions, they should increase the spirit of patriotism. Patriotic occasions furnish a thread around which to weave both the program and decoration features. When the programs are built around the lives of great leaders, they cannot fail to make the students feel a keener sense of patriotism and a desire to emulate the lives of those who are being honored.

They should reveal latent talents and lead to choice of vocations and careers. Miss Blackburn in her book, *Our High School Clubs,* cites the case of a boy who found decorating for high school social events so interesting that he took up interior decorating as a profession and is making a decided success of it. Often a pupil who is quiet, diffident or even apathetic, may be persuaded to take part in some play or school program only to find that he has an unusual gift or extraordinary ability.

They should help teachers see the world through youthful eyes and keep them young. Contact with young people in their social activities is one of the best ways for teachers continually to renew their youth. The mental hygienic effect of laying aside one's dignity and entering wholeheartedly into youthful activities cannot be overestimated. Strained nerves and poor digestion find a wholesome tonic in these activities. The teacher who takes time for his pupils, who is interested in their mental health and development, and who associates with them in their social activities, tends to get away from the modern offendiculum in education.

They should contribute to worthy home membership. The most happy, joyous homes are those in which parents and children play together, where parents continue to derive enjoyment from the activities of their children, and where they become companions through such participation. School social evenings have an effect upon the homes. Parents receive the echoes from a successful social evening for many days afterward. The stunts and activities enjoyed by the youths become the subject of conversation in the home, and the parents rejoice in the wholesome amusement their sons and daughters have received.

They should satisfy the motor needs of youth and give rhythm, grace and poise through esthetic and folk dancing. Adolescence is the golden period of the nascency of rhythm. During this period the centers of cadence and rhythm are developing. Many educators feel that there is nothing to commend in the modern jazz-accompanied frenzy, mislabeled dancing, either from the physical or esthetic angle, leaving out of account its moral aspects. But there is much to praise in the attempted revival of folk dancing with its dignified measures, its graceful movements and stately poses.

They should help overcome the tendencies of the sexes to form separate organizations in the first years of adolescence. There is a decided tendency in early adolescence for the sexes to draw apart and form separate organizations. This is no doubt due to the new and novel interests which are absorbing their attention. If teachers are interested in bringing boys and girls together in the school social, in which they put forth their best efforts to entertain the opposite sex, and the group as a whole, they are helping to overcome the anti-social qualities that often lead to social maladjustments. Especially important is it that the proper type of school social be conducted in the junior high school.

They should be preventives of problems of school discipline. Interesting worthy activities should absorb the attention to such an extent that undesirable activities are not thought of. In the writer's own experience as a student, in instances in which social evenings were forbidden for Hallowe'en and April Fool nights, pranks and stunts were inevitably carried on during the evening hours which resulted in damage to school property and considerable inconvenience. As a teacher in high school he found that the anticipation and expectation of certain social events, in the arrangement of which the pupils were held responsible

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A Summer Activity Program for Junior High Schools

By EUGENE SANDERS
William A. Bass Junior High School
Atlanta, Georgia

The interesting summer activity program described here was planned by Dr. Willis A. Sutton, Superintendent of the Atlanta Public Schools, and past president of the National Education Association, to include junior and senior high schools thus extending a type of work already being done in the elementary schools.

IN OUTLINING a summer activity program for the junior high school, the group of teachers to whom the responsibility was given made use of two factors contributing to the success of the plan.

The first of these was the fact that the course of study in the elementary schools had for several years been based upon an activity program, thus making it an easy step for pupils from these schools and now in the junior high school to participate in a summer activity program similar in spirit. The other factor which proved an excellent starting point for the actual planning, was the outgrowth of the teaching of Dr. Sutton for many years. It has been his objective to etch upon the hearts of Atlanta's growing children three aims of his educational program expressed in the slogan, "Health, Character and Scholarship." These things he emphasized constantly and urged his teaching force to stress. It may have been in dealing with this latter group that he felt the need to add "cooperation" to the slogan; but soon we were hearing of cooperation in home and church and school. It has been Dr. Sutton's desire that a school day should never pass without every child's hearing these words and being taught the value of the ideas in more real ways.

THE OBJECTIVES

To prevent the spirit of group endeavor from dissipating during the summer months into unguided and less social days of leisure

To guide the activities of children into channels not only pleasant to themselves but helpful to their communties, while training them in citizenship responsibilities

To enrich the vacation period for the large numbers of children who lack opportunity to participate in organized vacationing

To bring the children back to school with the sense that the summer has been a part of the educational process in which they have carried on experimentally, largely self guided, work which is part of life as well as of school.

It was because this wish of Dr. Sutton had been at least partly realized and the effects were gradually becoming noticeable, that the group felt it had a starting point for its program in fields of activity at once familiar, important and interesting to the child. Somewhat later the ideas of conservation and beautification were added and similarly treated, although the beautification idea developed into a city-wide project of major proportions which has made Atlanta's school grounds during the years of the depression the most beautiful in the history of an already beautiful city.

The Procedure

As a preliminary step, at the request of Dr. Sutton the superintendents of the various departments and other members of the official staff had made up a list of activities which they thought would be worth while and interesting to the children under their supervision, and this list had been printed and used during the year before a cooperative group of teachers drawn from all of the junior high schools had been called upon to formulate the present program. With this list as a guide, the group felt it could well base a summer activity program upon the appeal generated in the children for the six ideas already mentioned. Treated

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generously the divisions leave out no worth while activity. Accordingly, steps were taken along the following lines:

A list of credited summer activities was made up embracing typical activities along each of the six lines, some subdivisions being added for concreteness and to facilitate checking.

Each item was evaluated and definite limits set so no child would labor in too narrow a field. Each school was not only permitted, but urged, to prepare supplementary lists, to have a standing committee to credit and evaluate other worth while activities, and to use the prepared list as suggestions rather than as an ultimate list.

An educational program of publicity was arranged to emphasize summer activities both before and after the summer vacation period.

Before the end of school in the spring, and not too near the end, each child was given a list of summer activities and also a record sheet providing for necessary information regarding the activities engaged in by the child, which would present proof of satisfactory work by a responsible person. Each teacher went over this list with the home room class, in many cases the pupils making out tentative lists which they intended to follow. Suggestions were welcomed and used.

A short program under the guidance of the home room teacher was given by members of each class with a view to arousing enthusiasm and of pointing out the value and pleasure of the activities. Each home room teacher presented to the class the school program to be followed when school opened in the fall, made plain the importance of having the activities properly vouched for, and told the class of the awards to be made in the fall. Additional lists and record sheets were made available at branch libraries.

The Activities

The activities on the list for which points were given were grouped under the following general headings: Health and Recreation — Personal Health, Community Health, Sports, Music and Art; Character; Scholarship; Cooperation — in the Home, in the Community, Conservation and Beautification. The total number of activities suggested was seventy-two.

A button was awarded each pupil winning 100 or more points, with a special award to the pupil having the highest number in each grade. The highest number of points awarded for any one activity was 20. Ten points were given for many of the activities, and five for several others. The lowest number given in any instance was one.

The Follow-Up in the Fall

In the fall the following method was used: During the first week of school three things were done. An essay contest was held, pupils contesting only with those of the same grade. The winning essays were published in the school paper and awards made. Activity lists and record sheets were collected and tabulated, and dental and health certificates were gathered.

During the second week of school three other summer activities matters were featured on the same day. A home room program on summer activities was given by the class, and as a special feature of this there was held throughout the school a poster contest, each class selecting its winning poster. Each class had an exhibit in its own home room of all the things made by members of the class which could be displayed, and selected winners.

During the third week of school there were two main events to bring pride and pleasure to the participants. First there was a summer activities fair. This was a display, properly labeled and grouped, of everything that showed the activities of the children during the summer. The winning essays, winning posters, records of dental and health certificates, as well as articles on exhibit, gave a large and satisfactory interest to great numbers. A most varied realm of activity was shown, from pig growing to saxophone playing; but the numbers attending and the pride and interest shown well repaid the extra exertion of housing pigs along with peonies!

The culmination came at the school assemblies, at which those winning in the various

(Continued on page 301)

Courtesy Girl Scouts, Inc.

A project for which points are given in the summer activity program of the Atlanta schools

How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

A few of the things the director takes up in that important first rehearsal

"Rehearsing for Position" is the subject of this month's article in which Mr. Knapp stresses the importance of "blocking out" the play before starting rehearsals. He takes the reader through the first rehearsal which is devoted to positions and groupings. In the October number Mr. Knapp will continue the consideration of rehearsals and will discuss "Line, Business and Voice Rehearsals."

BEFORE STARTING rehearsals the competent director studys the play thoroughly, and goes through the procedure of "blocking out" the production. This means the placing of the doors, windows and other exits in the set, the position of the furniture or set pieces, such as trees and walls, and the position and grouping of the actors in the various scenes of the play.

Blocking Out the Play

A model stage made of a grocery box, furniture, and small figures representing the characters in the play—these may be made of cardboard—offer the most efficient method of blocking out a play. The director goes through the play, moving the small figures about and planning the positions or stage groupings for each scene. After the position for a scene satisfies him, he diagrams the positions for the scene on the margin of his manuscript. If the margin is not wide enough a sheet of paper may be pasted to the edge of each sheet of the manuscript for this purpose and for the jotting down of notes during rehearsals.

A thorough blocking out of a play before starting rehearsals not only saves the time (and nerves) of the actors, but gives them confidence in the director.

In planning the stage positions and groupings the director keeps certain points in mind. First, he considers visability. The actors should be visable to the audience. The following suggestions are made in this connection:

1. Keep the actors out from behind the furniture. Inexperienced actors have a tendency to edge behind something, (perhaps it is a desire for protection), with the result that they often look as they were cut off in the middle. They should do their acting alongside the furniture, or out in the front of it, not behind it.
2. Keep the actors out from behind each other. Nothing irritates an audience more than not being able to see an actor on the stage. The actor up stage (away from the audience) should see that no one gets between himself and the audience.
3. Keep the actors in the acting or visible area of the stage. Many amateur theatres have poor sight lines, and an actor too far to one side of the stage can not be seen by part of the audience.
4. Actors important to the scene should play down stage (down near the audience) rather than up stage.

The director planning stage positions must also consider what might be called "pictorial rules." Stage positions and groupings should be so worked out that he might cry "halt" at any moment and the stage would present an interesting and artistic picture to the audience.

1. Avoid straight lines across the stage. Nothing is more amateurish, in the unpleasant sense, than a lot of actors standing in a row like a display of footmen. The lines on the stage should be broken and interesting to the eye.
2. The picture must have a center of interest. The actors who bear the weight of the scene are the center of interest and naturally should occupy the center of the acting area.
3. The stage should be well balanced. This effect is maintained not only by the arrangement of the furniture but by the grouping of the actors. Balance does not always mean equal distribution of numbers. One actor may be so important in a particular scene that he will balance a large crowd on the other side of the stage. Example, Mark Anthony adressing the mob.

In planning the positions the director also considers the character of the scene, the emotions of

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the characters and the action of the play. If this scene were to take place in real life, what would be the logical and natural position of the characters in the scene? He must group his characters in a manner that is psychologically correct. The following examples may clarify this point:

1. A and B are quarreling violently. C, a mutual friend and neutral, tries to make peace between them. Where would he take his position upon the stage? Between A and B, naturally. If he were to take a position alongside of one of them, he would be considered by the other, and by the audience, as favoring the one he was standing beside.
2. The hero and heroine are alone upon the stage and a love scene is in progress. Would it be natural to have the hero on one side of the stage and the heroine on the other? Foolish question, isn't it? Yet the author has seen love scenes performed in that fashion.
3. Two groups of people on the stage are enemies and are meeting to negotiate a truce. Would the groups intermingle? One group would stay on one side, the other on the other, until the truce has been successfully negotiated. After that they might mingle.

The First Rehearsal

After blocking out the play, the director calls his first rehearsal. This first rehearsal, and possibly the second, is called "position" rehearsal or rehearsals. The director advises the actors not to worry about lines, voice or expression, but to concentrate on the stage positions and groupings. Each actor has his manuscript. They get up on the stage and go through the play, reading their lines from the scripts and, if necessary, marking down their own positions on the margins of the manuscripts. They discover their individual exits and entrances, so that the butler does not bring the guests through the kitchen door and serve the coffee from the entrance to the front yard. They find out where they cross over, where they sit down and stand up, where they are when they give their various speeches, so that at the conclusion of the rehearsal, or two rehearsals, if necessary, each actor knows just about where he is going to be during the entire play. He then takes the same position at each rehearsal, unless it is changed by the director.

If positions and groupings are not worked out during the first rehearsals, the director is going to be assaulted with a barrage of questions. "What door do I come in?" "Where do I exit?" "Where am I supposed to go now?" "John's standing in front of me." "How do I get over there?" "Should I sit down now?" Moreover the reader is familiar with the sensation which comes when he is not sure that he belongs in his present position. It is a decidedly uncomfortable and self conscious feeling! The actor, until he discovers his proper place, has that same feeling, but as soon as he knows that he is supposed to stand in a certain place upon the stage for a particular speech, he forgets himself and thinks of the speech. Every director strives to get his actors in that state of mind.

The inexperienced actor should know the names of the various parts of the stage, and the wise director gives them this information at the first rehearsal. The director does not say "Mary, come over here," or "John, go over there." He says, "Mary, come down right," or "John, go up left center."

"Down stage" is down towards the audience. "Up stage" is up away from the audience. (Not back stage, which means around behind the scenery out of sight.)

"Right" is the actor's right and "left" the actor's left, when he is facing the audience.

The following diagram illustrates the parts of the acting stage:

BACK STAGE

U. R. U. R. C. U. C. U. L. C. U. L.

R. R. C. C. L. C. L.

D. R. D. R. C. D. C. D. L. C. D. L.

AUDIENCE

One rehearsal for position is usually enough, and seldom will more than two be required. As rehearsals progress the director may find it necessary to change positions or groupings, but the actors take the positions designated at the position rehearsals until changed by the director.

"When the normal adjustment of society to a state of high productivity shall have been attained it will be found that the cultural activities of life occupy central place. Slum districts will give way to parks, public health services will be greatly extended. . . . Education for children and adults will grow in quality and extent. There will be a demand for music and drama and architecture and for all the arts. The arts of living, of using leisure time, of social cooperation, of personal relationships will develop in more ways than we now know." — *David Cushman Coyle. Midmonthly Survey,* July.

Some Guiding Principles in Game Selection

A few suggestions for the choice of games which will satisfy the needs, abilities and interests of children

Courtesy Birmingham Park and Recreation Department

By ARTHUR T. NOREN
National Recreation Association

OUR FUNCTION is to help children learn desirable responses which are in varying degrees mental, social, moral and physical, through big brain-muscle activities. As a result of these responses, steps toward reaching certain general aims and specific objectives may be made. We should conform to the aims of general education. We should also conform to the aims and objectives of physical education based on the needs of the child. We should analyze these ideals, aims and objectives until they can be stated in terms of specific activities. We may, then, assume to select the best of these activities for meeting the needs of the child, recognizing the needs of each particular group on each different playground.

Our aims and objectives in the selection of a game program are directed towards the development of the instincts, needs and capacities of the individual so that he will enjoy a healthful, happy and useful period of childhood and become a healthy, happy and useful citizen. It is our problem to translate into definite activities the physical, moral, social and intellectual aims and objectives.

An analysis of each age level shows us that there are certain inherent characteristics of that particular age group which influence largely the type of activity to be selected and the need for making certain application at that particular stage This we can accept in spite of the great divergence of opinions as to the number and duration of age classifications and groupings. Few educators agree either upon the number or the length of the periods. All agree, however, that there is continuity of interest and ability and that changes from one period to another are gradual and subject to individual differences. We can think of the changing stages of child development as the intertwined, continuous strands of a rope rather than the connected, though separated, rungs of a ladder. There is insufficient objective evidence for us to assume that at certain age levels the diversity of play interests suddenly increases or decreases, or that social or individualistic behavior is limited to certain periods. However, although we are concerned with the child as an individual and it is desirable to select activities that best satisfy him, it is obviously impossible to carry this out practically. We attempt, then, to get the average for his age and then by adjustment and readjustment within the group, approximate the desired result.

Analyzing Children's Spontaneous Activities

Perhaps a first step in selection of the game program is the analysis of the worthwhile activities to which children spontaneously turn. It seems reasonable to suppose that the activities in which children voluntarily participate represent their genuine interests. If these can be identified by the director as the games which a child plays "just because he wants to," a valuable suggestion for his program has been secured. The evaluation of the play life of the child should be a guiding factor in determination of interest. It

A well planned game program will include the fundamental movements and skills of running, jumping, climbing, throwing, hitting and catching.

seems logical to assume that an effort should be made to enable children most profitably to engage, under skilled leadership, in those activities in which they will ultimately participate through their own choice. It would seem wise for the leader to teach a child to do better the things that he will do whether he be instructed or uninstructed regarding them. Is not the duty of the leader so to train a child that he will be equipped especially to take part in the experiences of his everyday world? This, accompanied by the opportunity to modify these experiences so as to promote human welfare, is a worthwhile challenge.

What do children of various ages actually do outside of the classroom or on the playground, when the choice of activities is left to them? For these activities constitute their play life — their own response to felt needs—it is their real education. This question has been considered in a number of studies and researches, notably, "The Psychology of Play," by Lehman and Witty, and "Game Preferences of 10,000 Fourth Grade Children," by Miss Norma Schwenderer. Many of these, particularly the latter, emphasize the fact that the games selected of their own choice by children are exceedingly limited. This is true even where a wide variety of games have been offered by the teacher in class. In many cases it was noted that the children would select games for their "free" play that were not presented as part of class instruction. Children are happy in known activities and should not be rushed breathlessly from one satisfying activity to another for the sake of curriculum requirements. Growth continues in a known activity far longer than the teacher realizes. It may be true that the variety of game activities offered is due to a response to the boredom which adults often feel toward oft repeated activities of the more simple types.

It is the observation of several studies on this specific question that while younger children engaged in a larger number of activities and manifested a greater variability in choices, this tendency decreased with increase of maturity. Boys and girls of sixteen years of age would participate in only half as many different games as children of eight. Can we not assume, then, that in our selection games should be made progressively fewer in number but more definitely directed to meet the particular evidenced interests? The matter of selection of the games to use is, then, an important step, for it would be impossible to teach all, even those that are satisfactory, and selection should insure against wasting time on the useless or even harmful activities. The selection should be made on the analysis of life activities and the value in their use to the individual.

Individual Needs Must Be Considered

Wood and Cassidy in *The New Physical Education* have carefully worked out, through a process of "job-analysis," the needs of the individual, both vocational and avocational. With children, the nature and needs of normal growth were first considered. The next step was to determine what the conduct of a good citizen is in terms of activities which will make this conduct a functioning part of a child's life. A further step was the study of community groups to know and provide

At the Eastern District Conference of the American Physical Education Association held at Springfield, Massachusetts last April, Mr. Noren presented some of the underlying and generally accepted principles involved in the selection, on an educational basis, of children's games.

for the needs of adult life, not only in bodily vigor, but also in attitudes, habits and recreational preferments.

For example, it is pointed out in *The New Physical Education* that a boy of from ten to eleven years of age is growing rapidly in height and weight. His liver and kidneys are still large and his heart small. He has great curiosity. He is independent, likes to be trusted, enjoys activities of all kinds, likes to play games with rules and is interested in gaining skills. Sex antagonism is noticeable about this age. He is more of a social being than formerly. He wants to be a member of a group but has difficulty in adjusting himself to others in the group. Rivalry is the expression of his desire to be somebody, to be noticed by the group. To meet these characteristics and needs of the child of this age, taken from an authoritative treatise on this subject, *The Psychology of Childhood* by Norsworthy and Whitley, Wood and Cassidy have set up the objectives and aims of the teacher, as follows:

1. To develop favorable attitudes toward play and exercise
2. To provide three hours a day of physical activity
3. To give games with mental content
4. To teach as many skills as possible
5. To give club and team activities
6. To give games of adventure

The director, then having in mind, first the general aims which concern the child; secondly, the specific needs and characteristics of his particular group, and thirdly, his own objectives for this particular group, should then be equipped to know what activities are helpful for their realization and be able to suggest certain activities which the children may adapt, adopt or develop. As activities which seem consistent and effective in both meeting the needs and characteristics as well as the objectives and aims, the following are suggested for this group: variations of tag games—relays—number call—club snatch—stunts—swimming—tennis—soccer—baseball—winter sports—formation of clubs and teams.

Our task is to go through the range of motor activities, selecting and rejecting, keeping and using those through which we make our ideas and ideals function, discarding those which cannot produce effective results. According to the findings of the study of Miss Schwanderer, four common elements were found in most of the popular games. These are:

1. General bodily activity plus certain specific physical skills
2. Strenuous and general participation
3. Competitive behavior, and
4. Social organization of the two-group type

The presence of these elements so constantly leads to the conclusion that they are satisfying and pleasing to children, certainly of the fourth grade and probably throughout school.

Value of Free Play and Group Games

We feel certain that free play and most group games are activities which will aid in making the aims set up concrete in terms of conduct. They include the fundamental movements and skills of running, jumping, climbing, throwing, hitting, catching. The free play is the life activity of the child up to school age and through the first few grades. Games are the child's primary means of growth and education from infancy on up through the school years. These activities are satisfying because they meet growth needs which are not met by any other kind of activity. They give physical vigor through exercise; they supply many opportunities for the formation of social and moral responses; they are mentally stimulating in that they demand rapid decisions, organization and testing of one's own ideas.

Our emphasis, as teachers, should be devoted primarily to teaching those activities which will tend to go on spontaneously in children's free time and there be organized to mold skills, habits and attitudes for recreation all through life.

Individual Events Versus Major Team Games

The difficulty in reaching these objectives has been due largely to our emphasis on the so-called major team games, such as basketball, baseball and football. These games are highly complex in their technique, elaborate in their system of rules, and involved in team play, necessitating a higher degree of skill from every player. To organize a physical education program with emphasis on these games will mean that the large majority of players will soon find themselves unable to meet the requirements in coordination, skill, special technique and general fitness. Unless they can measure up to

"We may really and confidently hope for a democracy of play when we have evolved ways of giving every child of today those progressive play experiences found of proved value by the children of the centuries."

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the standards of performance, their participation detracts from the enjoyment of the game by themselves and by the other players. Their own weakness is soon recognized and at the first opportunity they refrain from playing and soon join the group who sit by the sidelines and watch the skilled few perform.

Instead of centering most of our attention on the major team games in their final complex and technical form, attention should be given to an organization of individual events selected from most or all of the broad groups of natural and related big muscle activities. Individual events apply to those activities in which each individual carries on the whole activity by himself without dependence on the activities of others. The advantages of individual activities, as pointed out by Clark W. Hetherington in the *School Program in Physical Education,* are: (*a*) The activities can be organized equally well in the instructional period or play periods; (*b*) they can be practiced (when learned) by individual children themselves; (*c*) they can be engaged in by the individual or by a social group; (*d*) they give the best physical-training results because each individual is active all the time, or active in turn, and gets all the benefit of each activity; (*e*) the activities can be graded progressively to each pupil's needs or to the needs of small groups of pupils; (*f*) each pupil can be taught or observed as an individual and each can progress as an individual; (*g*) the activities can be organized by the average teacher, anywhere, under any conditions.

A large part of physical-training activities are of this individual nature. Those that are not individual can best be learned or taught by individualizing them. Team games are the best illustration of this. These team games are the great standard big-muscle play activities of late adolescence and early adult life. Because they are ball games and competitive, they are the most stimulating activities after nine or ten years of age. But children between nine and fourteen years of age, and frequently older children, do not usually have the strength or the skill to play these games effectively in the school time available, or under school conditions, and get educational results out of them. This is especially true of girls. Most of the time in the game is wasted through the awkwardness of mates or opponents. The games however, can be modified to meet the plan *by making individual contests out of the elements of the games.* By devising contests based on the characteristic *elements* of each game the ball and the competitive features are retained, as, for example, throwing the basketball for goals or throwing a baseball for strikes. Such events give very stimulating educational athletic activities for the younger 'teen or inexperienced children These individualized events give a rapid development of strength and skills for the standard games and, together with track events in running and jumping for boys, should form the great bulk of the educational athletic activities.

We would then take every boy and girl through a progressive program starting with simple games and contests that emphasize and test individual skill and which lead to more advanced games and skills and finally to major team games. If such a program were adequate, every player would have a real experience in the fundamental skills underlying the satisfactory playing of a team game, and through lead-up games, interesting in themselves, would have gained a fair knowledge of the important rules.

We must promote activities that will meet the child's complete growth needs; we must present those activities in a manner so satisfying to the child that he will tend to repeat them and establish habits that will be evidenced by his own choice in his free time, and we must foster activities whereby social attitudes can be learned and made into general ideals and standards for all of his life activities.

"The wonderful art of the ancient Greeks was largely due to their fine physical culture, which they coordinated with the culture of the mind and expressed in beautiful games. Their games were the growing point of their arts. Through their physical culture and through the games they grafted on to it, in which rhythmical dancing played an important part, they learned how to bring their bodies under the control of their intelligence, and having established skill in that fundamental form they went on from it, step by step, to the higher recreation in art and thought, not only producing works of visible beauty which are joys forever, but creative thinkers whose wisdom is still one of our greatest treasures." *L. P. Jacks,* in Education Through Recreation.

A City Provides for its Unemployed

Cincinnati's Committee on Opportunities tells in its annual report how many local agencies are pooling their resources.

CINCINNATI, OHIO, in its program of work for the unemployed is utilizing the services of a Committee on Opportunities formed through the cooperative efforts of many organizations, including the Public Recreation Commission, the Y. M. C. A., the Y. W. C. A., the public schools, the Catholic Charities and the Associated Charities—all working to find opportunities for those of the unemployed wishing recreation and education.

In the fall of 1932 the committee sent out 2,300 circulars stating that educational and recreational stimuli were just as necessary to the unemployed as material assistance, and asking for the time, talent and financial help of those willing to contribute along these lines. These circulars describing the objectives of the committee were sent to members of boards of directors of civic and social organizations, men's and women's clubs, churches, organizations belonging to the Chamber of Commerce, the University of Cincinnati, substitute teachers in the public schools and the members of many smaller community organizations. One hundred and twenty volunteers responded offering to teach such subjects as art, bookkeeping, child care, cooking and civics. Some volunteered to lead discussion groups, others to direct glee clubs and community singing, to take charge of recreation activities or to give lectures on diversified topics.

A girls' orchestra of seven pieces offered to play for dances for the unemployed without compensation. Services for 202 varied activities were registered and a total of $209 was received for operating expenses. The public library loaned the committee space in its building for a centrally located office. A desk and filing cabinet were provided by the schools and two typewriters furnished by members of the committee. A secretary was engaged in November and the committee proceeded with a winter and spring program.

During the summer of 1932 the school principals and leaders in districts where large numbers of unemployed live had been consulted on the advisability of establishing classes in their districts. The committee initiated its activities by organizing in two of the school areas classes in sewing, dramatics and business English at one center, and dramatics and child care at the second. As new requests for classes were registered at the office additional groups were organized. These included classes in free-hand drawing, elementary shorthand, bookkeeping, child care, dramatics, public speaking for men, Spanish, piano playing, sewing and singing.

An Art Workshop

In addition, the committee conducted two complete free courses. In a room furnished at the Commercial Arts Building an art workshop was established in which free classes and materials were offered the unemployed. Experienced and capable teachers donated their services for such classes as free-hand drawing, fashion drawing, designing, sketching and leather craft. The attendance at these classes and interest shown by the students in the work, and the excellent content of the courses made the art workshop a most successful project. Its policy was determined by a committee consisting of representatives from the Crafters, the Women's Art Club, Men's Art Club, the Art Committee of the Cincinnati Woman's Club, the art museum, the League of Women Voters, the University of Cincinnati, the Y. W. C. A. and the Public Recreation Commission. Funds to meet expenses were supplied by the

Recreation for the unemployed is assuming such importance in the present emergency that it has seemed wise to devote some space to the subject in current issues of "Recreation." We are therefore attempting to present from month to month some of the ways in which various cities throughout the country are meeting the problem, and the plans they are using to make available the facilities of all the groups of the community.

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Crafters and the Women's Art Club.

Other Classes

Another group of free classes arranged under the auspices of the committee were the commercial courses taught at the Conroy Business School. Classes in elementary and intermediate shorthand, advanced dictation, typing, business and advanced English, arithmetic and bookkeeping, are filled to capacity and will continue during the summer.

"These are truly times that try men's patience to the limit of human endurance. Citizens are assailed on all sides with half-truths, doubtings and misrepresentations. Unreasonable demands for curtailment of vital activities are heard on every side. Recreational activities of government are referred to as "luxuries." Thought is given to dollars and cents, and the human equation seems to have been overlooked. . . . . Ordinarily each one of us feels the need for receation and love of the outdoors, and the desire for cultural and physical advancement is as natural as is breathing to the normal man or woman or child. This basic and fundamental need becomes more acute in times like these. Being dependent on one another in most things, we are more so than ever now."—*A. V. Goeddel,* City Manager, San Diego, California.

In February and March the committee offered to the unemployed a series of talks on personal hygiene and the attributes of a good personality, and entitled the series, "Charm for Those Who Want It." The topics included were: "Any Girl Can Be Attractive"; "The Charm of Speaking Well"; "The Charm of Good Health"; "The Charm of a Pleasing Personality"; "The Charm of Good Manners"; "Books, the Windows of Life"; "The Charm of Music"; "Art in Everyday Life"; "Some Ideals in Marriage," and "The Charm of the Out-of-Doors." The attendance at these talks varied from 25 to 85 persons, about one-third of whom were men.

Through all its classes, not including the Charm School talks, the Committee on Opportunities reached approximately 500 different individuals. The enrollment for all the classes was approximately 600, and the complete aggregate attendance to the end of May was 5,008. There were almost an equal number of men and women registered in the classes open to both sexes.

Since the beginning of its activities the Committee on Opportunities has cooperated closely with the Public Recreation Commission. Under the auspices of the two groups monthly entertainments were arranged in thirteen school districts.

At the initial entertainments in each school the function and activities of the committee were announced. If the people in the community were interested in a certain subject, a class was organized. In this way a number of classes were initiated. The attendance at each entertainment ranged from 70 to 700 people, and the aggregate attendance of all entertainments was 11,895. The committee also arranged three free dances attended by 400 people.

In January through the Junior Placement Bureau, the Committee and the Recreation Commission sent out to unemployed young men and women approximately 1,000 circulars asking what classes and what types of recreation they preferred. Three hundred replies were received and suggestions were issued telling where the specified classes and recreation activities could be found.

At the request of the directors of the Vocation Bureau and the Cincinnati night schools, the committee made a study of the reasons for the withdrawal of students from the night schools. Personal contacts were made with 325 students who had withdrawn and the reasons for their withdrawal were determined whenever possible. The report was submitted to the Cincinnati Public Schools.

The summer activities of the committee will be almost entirely of a recreational nature, including picnics and hikes. These activities are being arranged by the Public Recreation Commission, the family welfare agencies and the committee.

The committee has received much publicity for its activities. The newspapers have given a great deal of space to its announcements and the Cincinnati Street Railway Company for a week carried in its street cars a placard stimulating interest in the work of the committee. This publicity, as well as the circulars sent to a mailing list, has attracted many people to the office of the committee.

Since its inception in 1932, the committee, according to Mrs. Murray Seasongood, its chairman, has attempted to serve the threefold purpose of compiling information on all free classes and recreational opportunities in Cincinnati, of registering the demand for free opportunities and directing the unemployed to these opportunities according to their interests and abilities, and of providing an impetus for the establishment of new free classes and recreational groups. The committee's progress has been a process of experimentation and every effort has been made to maintain flexibility in adapting the program to the needs of the unemployed.

The Library and Recreation

Some of the winners in the bird house contest in Des Moines, Iowa.

Courtesy The Library Journal

A scene from Cinderella given at a story hour in the Public Library of Des Moines

SOME OF THE many ways in which libraries are helping to promote leisure time activities are outlined in *The Library Journal* for May 15th.

At the Des Moines, Iowa, Main Library and ten branches there have been from time to time exhibits of books and posters with material relative to the project of recreational hobbies and ways in which leisure might be spent. These included both children and adults. At one branch a group of children, meeting Saturday mornings, made marionettes and later gave a marionette show at the library story hour to all the children of the neighborhood. At another branch, the children made bird houses in their spare time.

Reading Lists and Courses

During the past year the Newark, New Jersey, Public Library has tried to make a direct appeal to those people who through unemployment are faced with a greater amount of leisure than ever before. Early last fall a complete issue of the library's bulletin, *The Library*, was devoted to reading lists and suggestions designed to be of assistance to those who are unemployed. These included not only reading lists of "how-to-do-it" books and recreational reading, but also featured such things as lists of playgrounds and other recreational opportunities in the city, as well as adult educational opportunities. The books included in the reading list, together with a number of others, were placed in a special collection in the reading room. Extra copies of the bulletin were distributed to the various relief agencies and organizations engaged in similar work for distribution as they saw fit. A poster guide to the opportunities for free recreation and study in the city, prepared by the library and printed at the expense of the Newark Welfare Agency, was widely distributed throughout the city. The library reports that this special collection of books was one of the most widely used which the library has ever assembled.

Reading courses for young people who because of financial conditions are unable to attend

college and who are unemployed, are now being offered by the Oregon State Library. These non-credit courses are designed for those who are not able to take extension courses and who are not within the territory served by the Portland Public Library.

The benefits of summer camps for boys and girls are shown in an elaborate camping tableau which is being displayed in the rotunda of the Milwaukee Public Library. The purpose is to interest boys and girls who have never been to camp, and groups from a number of organizations have been invited to participate. The Public Library has contributed a model collection of books on camps to the exhibit.

Cooperation with Local Groups

Interesting information regarding the work of the Wichita, Kansas, City Library is given by Miss Vera W. Schott in an article entitled, "The Children's Department and Recreational Agencies," appearing in the June, 1933, issue of the *Book List*. The Children's Department has for a number of years been working in cooperation with the recreational agencies of the city. Its cooperation with the Boy Scouts is particularly interesting since it is the privilege of the library to give the Scouts their merit badge test in reading. Each Scout who wishes to pass this badge test reads at least one book a month for a year after becoming a second class Scout. Most of the boys read either from the children's room in the main library or from one of the school branch libraries and thus receive assistance throughout the year in the selection of their books. The Children's Department maintains a complete file of the Boy Scout merit badge tests pamphlets and the library pamphlets. Scouting magazines are also on file. Workers from the Children's Department are frequently asked to talk at meetings of the Scout masters on storytelling and on ways of interesting boys in the reading of good books.

The library also does much to assist members of the Girl Scout troops by guiding the girls in their reading. The official handbook of the Girl Scouts and their magazine and other publications are on file for their use.

The Children's Department of the library cooperates with the Girl Reserves in giving book talks and in storytelling. Books from the library are sent to the Y. W. C. A. camp used by the Girl Reserves.

Storytelling and Drama

Each summer the Children's Department sends a worker once a week to every playground center to tell stories. Some work has also been done in story dramatization by the playground groups. Classes in storytelling have been conducted by the library at various times upon request of certain groups, such as Sunday School teachers, university summer school students and groups of mothers who wish to be equipped to tell stories to their own children. The work with this group has led to the organization of an active storytelling club.

Another activity of the Children's Department is in connection with the Peter Pan Players, a group of young actors who give a series of five plays during the winter. The Department has a part in the selection of the plays for this group, encourages the reading of the books on which the plays are based, and helps with the publicity for the plays. "We are glad," writes Miss Schott, "to cooperate in this activity which provides both for actors and audiences so much wholesome recreation and which does so much to develop the cultural life of the community."

"The extent of library cooperation with recreational agencies need be limited only by the size of the library staff and the book collection, as each contact that is made opens up endless possibilities."

Query—Do you work with your library on local recreation projects?

"There should be more chance everywhere not only to hear but to take part in the production of good music; there should be choruses and orchestras in every community; there should be more participation in the production of plays and pageants, more folk dancing, more widely diffused skill in the use of pencil and brush, more knowledge of natural science, more activity in the crafts, so that in each community beautiful pottery or rugs or handwoven fabrics may be produced, gardens cultivated, experiments made in horticulture, in breeding, more study of birds, of plants, of soils, so that each member of a family shall be interested in raising or producing something that shall contribute to the beauty, the comfort or the interest of the home and to the enrichment of his own life.

"In the forwarding of these manifold interests the library can and must play a most important part. It may be a center from which shall radiate not only information but quickening impulses, dynamic forces, spiritual influences — *Josephine A. Rathbone*, in *The Library Journal*, May 15, 1933.

Chess Tournaments in Milwaukee

By DONALD B. DYER
Supervisor, Extension Department
Milwaukee School Board

Where chess is so important it has been given a home of its own!

THE MILWAUKEE Public Schools Extension Department has demonstrated the possibilities of the game of chess as a recreational activity. The grand old game had been practically dead in Milwaukee for several years. Private chess clubs had been organized from time to time but were short-lived, and there was little interest in the game.

Chess Classes Popular

In January, 1931, the Extension Department started to stimulate interest in chess. Classes were opened for both beginners and advanced students. Twelve social centers conducted a beginners' and an advanced course, each course consisting of eight lessons taught by expert chess players of years of playing experience. Each lesson was mimeographed and given to the class members for further home study. The first hour of the class lesson was devoted to study of the lesson, and the second hour to simultaneous play by the instructor. A demonstration board, four feet square with four inch chess men, was used for class work. So much enthusiasm was aroused by these courses that they were repeated in 1932 when they met with even greater success.

During the last two years approximately 400 lessons have been given, resulting in over 2,000 new chess players. Chess courses have again been announced for 1933. An entirely new advanced course has been prepared which will offer new material to those who attended classes in past years, as well as to new students of the game.

The First Chess Congress

In April, 1931, the Extension Department sponsored its first annual chess congress. A double gymnasium in one of the social centers was used. Eight tables, each seating sixteen, were set up for simultaneous play. Eight of the best players of the city played 128 persons simultaneously.

In March, 1932, the second annual congress was held, attracting 170 players at ten simultaneous tables and 400 spectators.

With the interest aroused there came a demand for clubs, tournaments or some type of competition. The problem was solved by the organization by the Extension Department of a Municipal Chess League. A committee of chess enthusiasts was called, a league constitution was drawn up, and a classification committee, a protest board, and an award and match committee were appointed.

The classification committee classified the players according to their playing strength into four classes: Major AAA, Major AA, Major A, and Minor. Major league teams were charged a franchise fee of $2.00, and the Minor League $1.00. A schedule was made and the battles began. The four leagues were composed of 32 teams, with four men on a team. A total of 143 players were registered, 528 games were played during the two-round schedule. All leagues and all teams played on Monday evenings at the same time and place. The average age of the 143 registered players was 32 years. The total attendance at the league matches exceeded 1,500 people. The season closed with a banquet in one of the social centers. The 1933 season was opened January 16th, and present indications point to more teams this year and a bigger and better season of municipal chess than was 1932.

Special Activities

The award and match committee has been very active. Inter-city matches were promoted with the Oak Park, Illinois, Chess Club and with the Chicago Chess League. In July, 1932, this committee sponsored a municipal chess picnic at one of the county parks, with the Chicago Chess League as guests. This outdoor event attracted 500 people. A complete program of games for the children, bridge for the ladies and chess matches for the men, was arranged.

In 1931, Boris Kostich, one of the European masters, gave a simultaneous exhibition in which he won twenty-five games and had five draws. In February, 1932, Frank Marshall, United States Chess Champion, was the visiting master, playing thirty players simultaneously. He won twenty-eight games, lost one and drew one before 150 spectators. It is planned again to have a master visit Milwaukee for an exhibition match in 1933.

The Milwaukee Public Schools Extension Department was asked by the Wisconsin State Chess Champion to sponsor an annual tournament for the state title. Consequently such a tournament was conducted. There were twenty entrants, participants paying an entrance fee of $1.00, and a new state champion was crowned in Wisconsin.

All league games, tournaments and inter-city matches of the Municipal Chess Association are held in the social centers. One of the Extension Department supervisors acts as its secretary.

A Home for Chess

The Lapham Park Social Center is the headquarters of the Milwaukee Municipal Chess Association. There are on the average of 150 chess players at Lapham Park every Monday evening during the league season, which lasts about three months. The building is open to chess players during the entire year, and an attendance of fifty or more will be found at Lapham Park each Monday evening during the other nine months. In the group are found lawyers, physicians, teachers, financiers, business men, trades people, and a psychiatrist. The Association is so enthusiastic about its chess home that the members have redecorated a room in the center, built special chess tables, donated furniture, and framed chess pictures for the walls.

While the Milwaukee Municipal Chess Association caters mainly to adults, much interest in chess is being aroused among older boys in all of the table game rooms of the thirteen evening social centers. In the six afternoon social centers chess is being taught to children of elementary school age.

The Milwaukee Public Schools Extension Department has a conviction that to ground an individual in the game of chess is to give him a leisure-time resource which he will never outgrow and which will never grow stale.

Other chess playing cities might be men-

(Continued on page 301)

The May, 1931, issue of *The National Graphic Magazine*, in an article entitled "Strobeck, Home of Chess," tells of a medieval village in the Harz Mountains of Germany where all the inhabitants play chess. It is tought in the schools and children carry chess boards as they do their school books. At the Village Inn a huge entertainment hall is devoted to the game, and in the town is an historic chess tower where the chess champions held their first contests a half century before William the Conquerer landed in England.

"She'll Be Riding Six White Horses When She Comes"

By MYRTLE MURRAY
District Home Demonstration Agent
Cooperotive Extension Work, Texas

"SHE'LL be riding six white horses when she comes," lustily sang the happy group as their feet moved swiftly and lightly to the rhythm of the song.

"Just what does this all mean to you?" I asked my near middle-aged neighbor as we paused to watch the players.

"You'll probably be surprised," laughed he. "Two years ago I was so painfully timid that I even left the house when women relatives came to visit us. Now I enjoy visiting with people. It beats anything I ever did."

"Our community was the deadest place you ever saw before we started our community recreation program," continued Mr. Lester. "When my wife returned from the Recreation Institute at Plainview about eighteen months ago, she decided to start a recreation club in our community --Liberty. I was elected president. I was scared so badly that I grasped the back of a chair while I called the meeting to order. I would turn the meeting over to Richard. He was vice-president. Something seemed to come right up in my throat.

"Well, you saw me take the leading part in that three-act play last night," he continued. "I had not taken part in plays since I was eight years old, until we started our recreation program. Now I enjoy doing these things, and our community is a real community."

"It develops confidence in oneself," answered Richard in response to my query. "And I have about decided that I must go to school again, for taking part in plays has taught me how little I know. I did not quite finish high school. Now I want to go to college."

"Our program always starts with community singing, using mostly old songs," said Mrs. Lester. "The plays are started with the Grand March, using the variations such as, the *Bridge of Smiles, The Tunnel, Over and Under,* and

Through all the ages there has grown up in rural districts an unconscious art expression.

Courtesy Sleighton Farms, Pennsylvania

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As a result of institutes conducted in the state of Texas by some of the workers of the National Recreation Association, many rural communities in Texas are enjoying Play Nights and drama. The activities described by Miss Murray are being duplicated in rural communities in many states in which the National Recreation Association is cooperating with the U. S Department of Agriculture in conducting institutes for rural leaders.

others. Then we play relays with hoops, balls, bean bags, chairs and bottles, introducing new ones almost every evening. These games are followed by lovely old folk games—*Come, Let Us Be Joyful, Green Sleeves, Virginia Reel,* and *Pop Goes the Weasel."*

Big, little, old and young, attend these parties. It is not unusual to see the grandparents playing in the same game with their grand children. They have taught the young folks some of the lovely old singing games which they played when they were young. Some of them are: *Old Joe Clark, Shoot the Buffalo, Little Brown Jug, The Girl I Left Behind, Captain Jinks,* and *Hog Rovers.*

Forty men, women, boys and girls attended the first party. Each time the crowd increased, and representatives from eleven communities were attending. The school house was too small to accommodate so many. So the representatives from the Liberty community went to these eleven communities and helped them get started.

The play idea has developed cooperation between the individuals of the community and between the communities. When the Liberty community was ready to start the rural drama work, a carpenter was employed to lead the job. The men in the community contributed their work.

"The men will quit this free work before the job is half done," prophesied one pessimist. Each day more men volunteered for work than was needed. The end of the school building was knocked out and a twelve foot stage with dressing rooms on each side was built. The desks are fastened on two by four's so they can be moved out of the way for the games. Thus the small school house of Liberty, which is about 24 by 60, is a real center for the people who live there.

"Recreation is not simply playing 'Ring Around Rosy,' but includes music, drama, literature and games that coordinate the senses," declared Mrs. S. M. Lester, president of the Floyd County Recreation Association.

An Adventure in Drama

Through this organization an exchange of three-act plays was arranged between thirteen rural communities. Later, at the request of its members, the Little Theatre was added to this group. This arrangement is an added pleasure in the friendly relationship already existing between the rural and city people of Floyd County.

Ed Holmes, dramatic director for the county recreation association, is the father of this idea. He really started it in 1925 when he was elected president of the Literary Society in his home community, Sand Hill. It occurred to him that it would be a good idea to sell season tickets for the plays instead of depending on the usual door receipts. The first thing the community knew he had tickets printed and presented his plan. He guaranteed twelve plays for a season ticket of one dollar. He sold a season ticket to one family only that night. But thirteen plays were presented that year with sixty-three actors taking part. A door fee of fifteen and twenty-five cents was charged. Two hundred dollars worth of tickets were sold that year.

About that much money has been realized from the proceeds of these plays each year. The proceeds are used to pay for school equipment and for the improvement of the grounds. This club and the Sand Hill Home Demonstration Club have bought an electric lighting system, paid for the stationary seats in the auditorium, and provided running water and flush toilets.

"The club has put on two plays each year, and exchanged plays with six other communities until this year. It is one of the thirteen communities that are exchanging plays," said Mr. Holmes. "The expenses of all actors are defrayed by the club. These include five cents a mile for the actors in attending rehearsals. The school children sell the tickets. In this way everyone helps. For the citizen who buys a ticket helps just as much as the actor."

This community also enjoys the old-fashioned Sunday night singing. A leader is appointed for each program in order that everyone interested may learn to conduct community singing.

Each community has its own plan of financing, and gets the proceeds from each play put on in that community. The Roselyn community sold a season ticket for fifty cents a family.

"We did not want to make money, just wanted to pay expenses," said Buster Whitlock. "Dad bought the lights and books for us. Now, we

have money to pay him back, but he won't accept it." His father is seventy-two years old, but considers any support extended to this work a good investment for the community.

Another community reports not having had Sunday School for several years. But since playing together it has a well organized Sunday School, and church services twice a month.

The Floyd County Recreation Association meets in Floydada (frequently in the basement of one of the churches) for the purpose of learning new plays and games. It is composed of four representatives—a man, woman, boy and girl—from each community. These representatives by communities "take turn about" in conducting the program. Both plays and dramas have been conducted in nineteen communities.

Fostering Art Expression

It is not surprising that the revival of the old-fashioned play parties, Sunday night singings, and plays are meeting with so much popularity in Floyd County. Through all the ages there has grown up in rural communities an unconscious art expression which has identified the play instinct with all forms of labor. The *Shoemakers Dance* and the *Song of the Volga Boatman* are among the many folk games and songs of this kind that could be mentioned.

Everyone does not have the opportunity of travelling and meeting, face to face, people of other lands. But through music, songs and plays an intimate knowledge of these people may be gained.

Folk games and dances spring from the same source as other primitive arts and are equally as valuable as art treasures. The aesthetic impulses which produced material objects of beauty in metal, clay, stone and wood, likewise produced the material for the folk song, dance and story. If one should be preserved for its cultural value, certainly the other should. The material arts are more easily transplanted, and so resist mutilation, whereas the value of the immaterial is intangible and lends itself to change. And changes are wrought with the slow changes of culture. But whatever these changes may be, they are wholly consistent with that particular culture and are not wrought by an attempt to twist the art of one culture to fit another. Our folk is essentially European, so naturally we are interested in European folk games and folk songs. And we should seek consciously to preserve it intact, rather than twist it to fit into a mechanical age. The beauty of this folk art is that it brings to us the richest of life itself, laying it before our eager eyes and making us the finer because of it.

The value of the rural drama can scarcely be overestimated. "Playing a part," getting out of one's self, and being for a time, some one else—a king, a queen, a villain, a hero or a Cinderella—in a mimic world of romance and adventure, is to many intensely interesting and appealing. Thus one forgets five cent cotton and twenty-five cent wheat, and for the time being is carried away by the illusion of lights, scenery, actors and music into a world of imagination. The audience, too, forgets its troubles following Cinderella to the ball, or in helping Miles Standish fight the Indians.

Drama helps players and audience alike to forget five cent cotton and twenty-five cent wheat!

Creative imagination and work contribute to a purposeful serenity. Nearly everyone, both young and old, finds stimulation through a well balanced recreation program. It makes leisure hours more creative. It develops constantly new ideas and new interests. The program may be guided in such a way that it becomes an educational force, a cultural medium and a wholesome entertainment resulting in mutual satisfaction and pleasure to both the actor and the audience.

(Continued on page 301)

A New Deal in Music

By R. C. ROBINSON
Executive Director
Wayne County Memorial Community Building Association
Goldsboro, North Carolina

SIX YEARS AGO the Memorial Community Building Association, Wayne County's social recreation center, at Goldsboro, N. C., produced its first community music program. The gathering consisted of no more than a hundred and fifty people, a large portion of them participants. On May 19, 1933, the Association sponsored its twelfth such entertainment with over two thousand in the audience. The difference in the size of these two groups is a fairly accurate gauge of the growth of interest in what is locally termed "home grown" music.

The program on May 19th consisted of a male chorus concert with over three hundred men's voices from fifteen counties combined under the direction of a leader who organized and trained them in five separate choruses. In this group were farmers, mechanics, bookkeepers, mill workers, day laborers, lawyers, doctors, school teachers, judges, merchants—men from almost every locally represented walk of life. The audience was similarly composed of people from as wide a social and territorial scope. Critical students of music declared the concert one of the finest of its kind they had ever heard; the humble listeners who judged music by its emotional appeal were moved to loud and often repeated praise.

The concert followed a day devoted to community music as a part of Goldboro's National Cotton Week Celebration. In the morning singing classes competed for a trophy award; during the afternoon there was a quartet contest. The day's program impressed local citizens so favorably that the committee in charge was urged to make it an annual event and to extend its scope. Plans are already being worked out to make next year's music festival one of the finest events of its sort ever staged in the south. Not content with one big effort for a twelve month period, the committee, made up of business and professional men and women, a few of them trained musicians but for the most part merely lovers of good music, aims at a year-round program consisting of concerts, community sings, operettas and a song leader's training course for men and women who will return to their various communities and aid in the tremendous awakening in community music so vividly felt in Eastern Carolina at this time.

This has not been an overnight awakening. During the Great War people of this section learned to sing together and to enjoy the harmony of their combined voices, but in the years between other recreative pursuits, chiefly of the bought and paid for variety, weened them away from the simple ways of enjoyment. Then came the depression with its harrassing worries, its unemployment, its curtailed salaries, its bank failures and its falling crop prices. With more leisure time than ever before and with no money for paid amusements, the urge to sing reasserted itself as a soul-satisfying antidote against gloom and hopeless despondency.

"Perhaps the activities of the schools next to supervision most frequently attacked as 'fads and frills' are art and music. Yet never were the problems of a wise use of leisure time so acute as at present, and these problems are destined to increase in magnitude with the inevitable increase in leisure. The creation of leisure without a corresponding provision for the resourceful use of that leisure is filled with dynamite. A love for good literature, music and art is our best defence against the misuse of this increasing leisure. They do add slightly to the cost of education, but can we safely eliminate them?"—*W. Howard Pillsbury*, Superintendent of Schools, Schenectady, in *Journal of Education.*

How the Renaissance Came About

About two years ago a young music student not long out of college, Pat

(Continued on page 302)

World at Play

Courtesy Child Welfare Magazine

Recent Drama Contests

LAST Spring the Berkeley, California, Recreation Commission held its first one act play contest. Good audiences greeted the players every night, and an especially fine audience was at hand to witness the finals. Fourteen different groups participated, and other organizations which saw the activities this year are laying plans for a similar event next season. Judging was on the following basis: Presentation, 50 per cent; acting, 25 per cent; setting, 15 per cent; choice of play, 10 per cent.

The Milwaukee 1933 social center tournament in amateur dramatics was held at the Girls' Trade and Technical High School, May 15th to 20th, with the finals on May 25th. Over twenty-five groups presented plays.

A County Casting Tournament

ON May 10th and 11th Westchester County had its first casting tournament held at Glenwood Lake in Pelham which was put at the disposal of the Recreation Commission through the courtesy of the County Park Commission. The events were fly casting for distance, bait casting for distance, fly casting for accuracy, and bait casting for accuracy. A platform about eight feet long and three feet wide was erected, so arranged that there was as much water back of the platform as in front. This was necessary for the fly casting events in particular. The targets used for the accuracy event were three bicycle tires painted white and anchored in the water at a proper distance. The meet was held from 5:00 to 8:00 P. M., casting events being held on the first evening, the accuracy events on the second. An entry fee of 25 cents was charged each entrant.

The Evolution of a Playground

THE Playground Board of Oak Park, Illinois, in its annual report lists as the outstanding achievement for 1932 the opening of the James Barrie play center. "This recreation center," states the report, "embodies the results of eleven years intensive research and experimentation tested out by actual practice. The building, the plans for which were drawn up by Arthur B. Maiwurm, is twice as large as the other play shelters and is equipped throughout with the most modern recreation facilities. From the large wading pool with its rim of sand and decorative stones to the play center with its original murals, its modern stage equipment, its handicraft, cooking and game rooms, the James Barrie Playground represents the last word in recreation facilities."

The formal dedication and presentation of the playground to the public took place before an audience of more than 4,000 people. The speakers who took part in the program complimented the neighborhood on its acquisition of the play center secured in a period of financial uncertainty. The bond issue for $50,000 providing the necessary funds for land and improvements was approved by the citizens of the village on April 7, 1931. The property was purchased on September 18th of that year and work on the improvement of the grounds began on October 10th. Work on the building was commenced on October 28th. The improvement of the grounds and the building were completed on May 1, 1932, and the playground was dedicated and opened to the public on June 10, 1932. (See page 258 for picture.)

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Music Week in Los Angeles—Music Week was observed by the Los Angeles, California, Playground and Recreation Department on a larger scale than ever before. Community bands and orchestras, choral societies and instrumental and vocal solosits contributed their talent to a number of music festivals arranged in different sections of the city. At the same time the Recreation Department organized three large civic choruses during the week. These chorus groups are now meeting on Monday evenings and are rehearsing for a city-wide choral festival tentatively scheduled for the latter part of June in which all choruses will be combined in one huge song fest. Similar groups will be formed in other sections of the city if the demand warrants.

In Augusta, Georgia—Augusta, Georgia, has completed two new community buildings, making a total of ten such buildings operated as community centers with a director in charge of each. Two new swimming pools, completed last summer, had an attendance of 110,000, practically three times the estimated attendance when the pools were opened.

A Folk Dancing Festival—On May 20th the children of the public and parochial schools of Cincinnati, Ohio, presented their nineteenth annual May Folk Dancing Festival at Carson Field, University of Cincinnati. The festival was presented under the direction of the Public Recreation Commission in cooperation with the Cincinnati Board of Education and the Board of Education of the parochial schools. The pageant of "Sleeping Beauty" into which the folk dancing was woven, was followed by the May pole dance. Preceding the festival a concert was presented by the Valley Community Orchestra.

Bear Mountain's Nature Museum—Large increases in buildings, indoor and outdoor exhibits and in the general educational program, will make the nature trails and trailside museums in the Bear Mountain section of the Palisades Interstate Park the most extensive and elaborate of such institutions in the United States, according to the Commissioners of the Palisades Interstate Park. There will be two new buildings this year, one devoted to a presentation of local geology with examples of the rocks and minerals found in the ancient formation of the Hudson Highlands and the recent glacial period. A second building will be used as a work shop for the staff where devices for the display of natural history subjects will be manufactured for the education of nature teachers and counselors who flock to the museum. Increase in the building equipment and improvements in trails, landscaping, plantings, water supply and other features, have been made possible by the use of men from the unemployment relief rolls in New York City and Orange County.

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Recreation in Ontario—At City Hall park in Ontario, California, there is a splendid layout of eleven horseshoe courts, a small club house and several tables in the open where men can play cards, checkers and similar games. One of the facilities popular with the children of the community is the so-called spray wagon, a water sprinkling system carried from one part of the city to another during the hot weather so that the children may have showers. It started when it was found that in the Mexican district it was not possible to keep a spray on a city hydrant so the water sprinkling system in use was introduced. It worked so well in that area that it is being used in other parts of the city.

Service Activities—Various groups of junior and intermediate girls attending the classes provided by the Detroit, Michigan, Department of Recreation have enjoyed many recreational activities. They have, in addition, carried on several pieces of service work, such as making 620 scrap books for presentation during the holiday season to children in hospitals and orphanages, the dressing of 167 dolls, and the distribution to needy families of 171 Christmas baskets. Four hundred and twenty-two articles of clothing have been made for the American Red Cross Service Bureau.

Two Oakland Groups Combine—The Industrial Athletic Association, sponsored by the Recreation Department of Oakland, California, has extended its membership to the Municipal Civil Service Employees Association which is made up of over a thousand employees representative of every department of the state. These various departments will enter the men's and women's recreation activities planned by the Industrial Athletic Association. This is the first time city employees have entered into athletic activities such as are organized by the Industrial Association. Among the first groups to enter the program were the playground supervisors of the Recreation Department who organized their own teams and entered the basketball and playground baseball leagues. Recently the association amended its constitution in order to accept as members trade and commercial schools. Heretofore only industrial and mercantile establishments have belonged to the association.

Danbury's Playground—The Lions Club of Danbury, Connecticut, is developing a playground project which is assuming large proportions. The work began in 1930 with the construction of a large concrete swimming and wading pool. In 1931 the playground proper was laid out by fencing in a flat area of nearly two acres, constructing two bath houses one for boys, the other for girls, and erecting a slide, a set of swings and three see-saws. In 1932 a playground director was introduced with excellent results. Each day the playground attracted between 300 and 500 boys and girls who played on the ground from ten in the morning until dusk.

Last year the Lions Club added additional equipment and two water bubblers. This year it is hoping to put in more equipment if financial conditions permit.

A Conference on Childhood and Youth—On May 19th and 20th under the auspices of the Children's Division of the Council of Social Agencies, Buffalo, New York, held a conference on Childhood and Youth—the fourth of a series of two day conferences sponsored by the friends of children in Western New York. The purpose was first, to portray the services now being rendered by the six great forces of the home, religion, recreation, education, health programs, and the protection of children; second, to discuss the present deficiency as viewed by leaders in each field and to secure from these groups an expression of opinion on what is needed from other groups to bring about greater unification of efforts. One evening session was devoted to recreation and included an active demonstration of arts and crafts and a meeting at which speakers discussed the value of recreation in the life of the child and present needs.

Music Week in Jacksonville—"Music's Contribution to Humanity" was the theme of the Music Week celebration in Jacksonville, Florida. Music in war, in peace, romance, religion, every day work and recreation—these were the themes beautifully expressed through a pageant rather than the usual program of concerts and recitals. The celebration was a civic undertaking organized for the fourth year under the leadership of the Department of Public Recreation. It was held in the municipal auditorium and lasted only one and three-quarter hours—"a record for pageants," writes Nathan L. Mallison, Superintendent of Recreation.

Hiking In Louisville—"Gray world of winter and green summer hills called 2,030 hikers on 58 trips along pioneer Kentucky trails," states the 1932 report of the Division of Recreation, Louisville, Kentucky. "Oldest residents and newest schools and churches of nearby counties welcome the hikers now as good friends, and Saturday night suppers and game parties for hikers and home folks follow each jaunt."

Fees For Tennis Courts—The Park Board of Alexandria, Minnesota, has adopted a new system of charging for the use of tennis courts at Memorial Park. Last year the charges were made for the use of the lights for night playing. This year a charge of 10 cents per hour per person, except for children under fifteen, is in effect during the day. For night playing all are charged at regular rates. Season tickets are available at $3.00.

Blochman City—Blochman City in California is a township founded, built, owned and governed by the students of the Blochman school district. Work on the project was begun in 1931 when four eighth grade boys surveyed the land donated by the Palmer Stendel Oil Corporation. Twenty-four lots, 16½ feet by 25 feet, and six streets 16 feet wide were the result of their labor. Ten buildings, 10 by 12 feet, have been erected. Lum-

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ber for these buildings was hauled from abandoned school houses by an oil company. Additional lumber was purchased. A prominent contractor directed the boys' labor on the buildings for one day. The boys then decided they were capable of finishing the work. All work was done outside of school hours and took the greater part of 1931-1932 to finish.

Toy money earned by doing various school jobs is used by the students. A store equipped by firms for advertising purposes sells merchandise; a bank supplied with the necessary equipment by a Santa Maria Bank, carries on all business transactions. There are a post office with combination lock boxes, a florist shop, a printing office and a health center where injuries are treated. The city lots are sold through a real estate office.

Where Tulips Abound—The craze for the tulip, according to the *Detroit Press,* began in the Netherlands in 1591 and reached its highest point in 1637. During this period, when only two bulbs of the September Augustus were to be had, one was purchased for 4,000 florins, a new carriage, two horses and a complete set of harness, while the other was sold for twelve acres of land.

This love of tulips, less extravagantly manifested, has for the past three years been demonstrated in the City of Holland, Michigan, through its annual tulip festival. Ninety-four per cent of Holland's population is of true Holland stock of the Old World and has for years planted its native flower to adorn homes and gardens. While the tulip festival includes no carnival feature, the week is set aside for such activities as musical entertainments, concerts and pageants. The festival was held this year from May 13th to May 21st. It was ushered in with the annual scrubbing of Eighth Street by men and maids in costumes and was climaxed on May 20th with a musical contest. This year there will be a new feature in a nature and conservation exhibit.

In Wilkes Barre—One of the workers on the staff of the Playground and Recreation Association of Wyoming Valley is devoting his time to organizing baseball. In May twenty-five leagues had been organized, each with ten teams. Twenty-five hundred boys in Wilkes Barre and throughout Wyoming Valley are playing ball in every spare moment. Soft ball is increasing in interest with the older age groups and there are many leagues in this sport.

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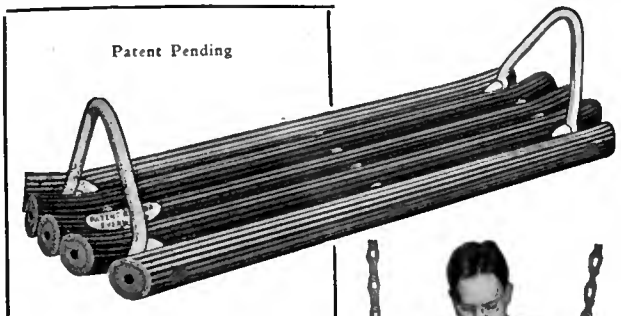

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How to Produce a Play

- Often it falls to the lot of one with little technical experience to direct a school, club or community play.
- The purpose of a handbook just issued by the National Recreation Association is to make this task easier and the results more certain. "Play Production Made Easy" by Mabel Foote Hobbs makes available a method of production tried and proved over and over again. It offers suggestions on scenery, lighting, costuming and make-up, and contains a number of pantomimes, skits and very short plays.

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Community Center Programs in Little Rock—The Parent-Teacher Association of the East Side Junior High School at Little Rock, Arkansas, with the assistance of the Recreation Commission, last winter sponsored a community center at the school building. Each Friday night a general program was given, the first part being held in the auditorium with volunteer entertainers from local radio stations, Parent-Teacher Association groups, the firemen's band and other local talent. Following this, play leaders conducted active games in the gymnasium, and table games, such as ping pong, card games and checkers, were played. In addition, a gymnasium class was held twice a week which was so popular that it was necessary to limit the enrollment. At that conclusion of the class a group of women formed basketball teams and conducted basketball leagues.

Credit Line Corrected—The picture appearing on page 230 of the August issue of RECREATION should have been credited to New Jersey Department of Conservation and Development and *New Jersey Municipalities.*

Fancy and Trick Roping a Playground Activity—Children of the Forth Worth, Texas, playgrounds are very much interested in classes in fancy and trick roping recently organized. Chester Beyers, world's champion trick roper, is volunteering his services as instructor of the classes.

Find Your Leader and Train Him!

(Continued from page 268)

initiative, fail to cooperate thoroughly, or when they fail to do the right thing at the right time, then we should remember that even trained adults do these exact things and make the same errors once in a while. Sometimes children are so much like adults that we become impatient with what we call their stupidity, when, as a matter of fact, we are the stupid ones. We must all learn by both our successes and our failures. If a project fails, make sure that those who consciously or unconsciously caused this failure realize their errors. Never let an opportunity to learn pass. One, and probably the most effective way to take advantage of successes and failures, is to hold periodic round-tables so to speak, at which juniors and seniors discuss both past and coming events. In this type of training, we have much to learn from some of our national boy and girl organizations that put great stress upon boy and girl leadership training. For example, in the Boy Scout weekly troop staff meetings, and in the similar Girl Scout weekly Courts of Honor, the finest kind of leadership is developed.

In Conclusion. The value that may accrue to you from having read the foregoing more or less theoretical considerations will depend not upon the extent to which you understand them, but rather upon what you do about them. In conclusion leadership briefs of a practical nature are presented as follows:

Provide opportunity for boys and girls to lead, for the only way anyone can learn a thing is by practicing that thing.

Make sure that leaders are glad when they succeed and sorry when they fail.

To get junior leaders to act and think as you would have them act and think, lead them yourself just enough to set the pattern and after that let the juniors lead under your wise guidance, but do not take the leadership away from them when they fail.

Work with and through juniors, and let them help you do your thinking, planning, executing, and judging.

Through junior leaders secure the cooperative efforts of all to determine what they can do and how they think they can do it, and how they would like to do it.

Train leaders positively, emphasizing "Do" instead of "Don't."

Avocational Education

(Continued from page 272)

The avocational recreations group themselves in general within the field of the physical sports, the arts (including music, drama, and the graphic arts), the handcrafts and the out-of-door interests, which include nature study, hiking and camping. The physical sports provide needed relaxation and exercise. But it is through the recreations which afford an outlet for the creative abilities defeated by the machine age that avocations can contribute most toward solving the problem of our growing leisure.

Interest in reading, study and discussion — avocations in themselves — may grow out of nearly every other avocational interest that is given intelligent leadership. Books on art, music, drama, natural science, find enlarging audiences as men and women gain first-hand practice in these avocations at schools and recreation centers. Comradeship is fostered through study groups and discussion circles who have a common hobby.

Appreciation of the arts, as well as actual practice in them, is an avocational interest which will help to build a new culture. The Graphic Sketch Club, unusual experiment sponsored in Philadelphia by Mr. Samuel Fleisher, illustrates the joy and creative achievement that men and women in many professions may find in art as an avocation. Business men turn to art as recreation in several cities where business men's art clubs flourish.

Amateur music and drama have felt no slump during the depression. On the contrary, people have been turning to them increasingly to gain courage and emotional relief. When a person is taken outside of his daily routine through performing in a play; when he sheds his individual worries to throw himself whole-heartedly into the performance of a chorus or orchestra, or when he catches a quick sympathy with another time and another nationality through enjoyment of a folk

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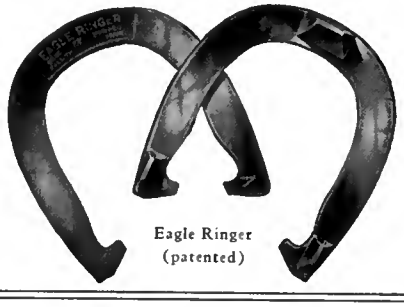

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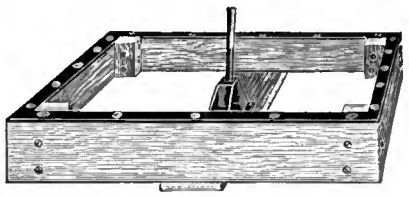

song—then the arts of drama and music have lent him forgetfulness and refreshment of spirit, as well as expression of his inmost powers and capacities. More and more communities lately have been mobilizing their resources for music and for drama to provide opportunities for both the unemployed and the employed to participate in or serve as audiences for frequent performances. Such activities preserve mental health.

Realizing that nature lovers cannot be made just by the study of books, cities have been enlarging their laboratories for the pursuit of nature study avocations. Chief among these workshops are the many acres in county parks and the large outlying municipal reservations which have been acquired during the last few years. Generous space for hiking, trail-making, sports, and camping under city auspices has helped to start an army of young people on their way toward a permanent enthusiasm for the out-of-doors. In many such parks the woodland trails have been left in their natural state, and excursions over them are conducted by nature guides.

The time is ripe for adult education along avocational lines, not only as a morale builder in depression, but as a permanent growth. Today we have a more serious-minded public who seek the truth and have had time — sometimes too much time—to think things out. The assurance that "big money" brought success and happiness, which dominated America during the inflated twenties, has proved hollow. In the period just ended, money came easily and was spent easily on amusements that failed to satisfy. Leisure continued the mad rush for acquiring possessions, for keeping on the move. It remained for the depression to give us a clearer point of view. We are beginning now to look beyond the development of material resources to the development of human powers and fundamental human needs.

Getting the Values Out of the School Social

(Continued from page 275)

for definite features and parts, gave them occupation for leisure moments and prevented problems of discipline.

They should provide a means of sublimating the sex impulse through social dancing. This is a value that was rated high by some of our leading writers in the field of extra-curricular activities. But the composite view of 1,753 people placed it next to the lowest value. Where the social dance has been permitted as a feature of the social evening, in 60 per cent of the schools it has almost, if not completely, monopolized the social evening, thus robbing pupils of the more worth while values. The writer agrees that school parties with their varied stunts, charades, folk dances, musical and dramatic features have a tendency to sublimate the sex impulse, but the weight of testimony does not uphold this opinion where the modern dance is concerned.

They should satisfy pupils' interest in initiations and the love of signs and mystery. Dr. Fretwell feels that the high school secret organization is the direct result of boy nature and teacher neglect. Initiation and mental telepathy stunts may be introduced into the social evenings that will satisfy this interest and desire and prevent the formation of secret organizations.

If the pupils are to realize these values from the social evenings the sponsor must have the following qualifications: A love for youth; confidence in youth; an attractive personality; a knowledge of adolescent psychology, and expert knowledge of the activity to be managed. He must be completely sympathetic with the idea;

must see the relation between the curricular and extra-curricular; must know how to hold himself in the background and give suggestions indirectly; must be familiar with the material in the field, and must be able to win over parents to a firm belief in the value of what he is doing.

A Summer Activity Program for Junior High Schools

(Continued from page 277)

contests and exhibits and for highest number of points made, took part on the program. Awards were made at these assemblies. Close upon this followed a special edition of the school paper carrying the winning essays, lists of winners in all events, and more precious than all else, pictures!

The success of the program as a whole in this school may be gathered from the fact that in the second year there were approximately twice as many winners, with many more articles for exhibit, than in the first year.

Helpful Factors

In conclusion, several matters may be mentioned. It has been the policy in the giving of awards to place emphasis upon the activity rather than upon the award itself. Therefore the buttons and ribbons denoting winners have been as satisfactory as they have been inexpensive. The entire program has been conducted without cost to pupil and parent, and with practically no expense to the school. The Carnegie Library has cooperated throughout all its branches by preparing and making available reading lists, as well as distributing activities lists and record sheets.

Two other agencies available have not been fully utilized. Firms in the city in the fall have given exhibits of materials of a similar nature. Further interest and publicity can be had by participating as a school in such exhibits locally. In the last place the radio will be of great value when used a few times during the summer to keep alive the child's interest in this program.

Chess Tournaments in Milwaukee

(Continued from page 289)

tioned. The social centers of Detroit, Michigan, for example, have found chess a popular game, and the Department of Public Playgrounds and Recreation of Reading, Pennsylvania, has conducted a number of tournaments. In the latter city the playing was done in the library of the Tyson-Schoener recreation center, the players bringing their own sets and boards. Awards were made in the form of gold, silver and bronze medals.

"She'll Be Riding Six White Horses When She Comes"

(Continued from page 292)

Whether there be good crops or poor crops, good prices or low prices, the child of the tenant farmer as well as the child of the landlord is yearning for a fuller life, goes where life is at its fullest. We all desire life, and that we might have it more abundantly. One of the big problems of the present day is how to enable the country man and his family, without journeying, to satisfy his economic, social and spiritual needs. Social isolation brings stagnation. It results in the decay of all that is best in the soul of man.

The most interesting part of a farm is its people. Soul fertility is quite as important as soil

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NOTE: *Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.*

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Parents' Magazine, July, 1933.
Everyone Needs to Play, an editorial by Howard S. Braucher.
A Vacation Schedule of Play and Rest, by Ethel Shreffler Heebink.
New Facts About Movies and Children, by James Rorty.

New Jersey Municipalities, June, 1933.
Playtime in Trenton, by George W. Page.
Parks and Playgrounds, edited by F. S. Mathewson.

The Survey, June Midmonthly, 1933.
An Emergency Message to Community Leaders, by Arnold Bennett Hall and Harold S. Buttenheim.

The Farmer's Wife, July, 1933.
Rural Youth "Uprises," by Carroll P. Streeter.

Hygeia, July, 1933.
Safe Swims for Campers, by Phyllis Jackson.
Training for Athletics and Health, by Alfred E. Parker.

Swimming Pool World, June, 1933.
The Swimming Badge Tests.
The Need for Municipal Pools.

Parks and Recreation, June, 1933.
A Memorial Park Giving Recreation Service, by Perk Whitman.
Indoor Games.

PAMPHLETS

Twenty-third Annual Report of the Boy Scouts of America, 1932.

Committee on Health of the New York Principals Association.
Follow-up of the White House Conference on Child Health and Protection.

A National Plan for American Forestry.
Forest Service, U. S. Department of Agriculture, Government Printing Office, Washington, D. C.

Annual Report Westchester County, New York, Recreation Commission, 1932.

Annual Report of the Recreation Commission of Long Beach, California, 1932.

Charlotte, N. C.—Report of Park and Recreation Commission for March, April and May, 1933.

Annual Report of the Board of Park Commissioners, Fort Wayne, Ind., 1932.

National Playing Fields Association Annual Report, 1932-33.

fertility. Indeed the one may be dependent upon the other. "Life's attitudes" are often determined by material things. It is to be devoutly hoped that mental, spiritual and cultural growth will come riding in with prosperity on the fabled *Six White Horses.* There are some who think mental, spiritual and cultural growth may even come first, and in coming draw "Miss Prosperity" with her. "Where the best men and women are, the great city stands," said Walt Whitman.

A New Deal in Music

(Continued from page 293)

Alderman, by name, began traveling over this section preaching the gospel of song. He was something of an evangelist as well as a spirited song leader. In his native town of Dunn, North Carolina, he had started a series of community sings under the sponsorship of the local Rotary Club. Their instant popularity had made them a permanent recreational feature in that community. Other communities caught the spirit. Eventually Mr. Alderman came to Goldsboro and met the director of the Memorial Community Building. The first community sing at the building drew a packed auditorium with hundreds turned away. A male chorus was organized. A month or two later choruses of male voices from three communities were thrown together in a Sunday afternoon concert at the local theatre and standing room was at a premium long before the curtain was raised for the first number. The street was crowded with people unable to get even as far as the doors of the theatre.

Out of this Sunday afternoon concert grew the idea of a mammoth male chorus concert with the finest men's voices in fifteen counties combined and trained by the same leader. A committee was organized to promote the program. Money was raised for the venture and a huge tobacco warehouse secured as an auditorium. Here benches and a grandstand for the singers were erected. The results of the concert more than justified the hopes of the director and those who aided in its promotion, but they agreed that it was only a sample of what can be done with music as a community recreative force.

Next year, the colored people will have their opportunity. Plans for a mammoth negro concert for April are rapidly being completed. The services of George Johnson of the National Recreation Association are being sought, and through him it is hoped that an organization for the promotion of music among the colored people will be perfected.

Eastern North Carolina is arranging for a "new deal" all its own, and this new deal will be a spiritual revival expressed through a medium as old as life itself. The people of Eastern North Carolina are learning to sing again.

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New Books on Recreation

Intramural and Interscholastic Athletics

By P. Roy Brammell. Bulletin, 1932, No. 17. Office of Education. U. S. Department of the Interior. Government Printing Office, Washington .$.10.

THIS BULLETIN reports the findings of a study made by the government at the request of the North Central Association of Colleges and Secondary Schools. The material published is based on replies received from 327 schools. Many facts are presented of keen interest to educational and recreational officials, physical directors, teachers and all others conducting athletic activities. In summarizing Mr. P. Roy Brammell says: "When the complete data for intramural and interscholastic athletics presented in this report are scanned in the large, one has the feeling that the general program of intramural sports is in the process of establishment, while the program of interscholastic athletics is in the process of adjustment. Both are being appraised in the light of educational outcomes and, rightly selected and administered, both are felt to contain certain definite educational values. The schools in this study which seem to be setting the pace in this field are headed definitely in the direction of dovetailing these activities and making both of them parts of a larger program which includes not only them, but also the health work in the schools and the work in physical education."

Our Movie Made Children

By Henry James Forman. The Macmillan Company, New York. $2.50.

IN PREPARING this book, which is designed to show the effects, both good and bad, of random movie going upon the health, conduct and morals of the spectators, especially young people, Mr. Forman has used the findings of a number of studies. These studies were undertaken by the Payne Fund at the instance of the Motion Picture Research Council which was headed by Dr. John Grier Hibben. The group of scientists, psychologists, sociologists and educators who did the research work were specially selected for the task. In his summary Mr. Forman says: "At their best motion pictures carry a high potential of value and quality in entertainment, in instruction, in desirable effects upon mental attitudes and ideals, second, perhaps, to no medium now known to us. That at their worst they carry the opposite possibilities follows as a natural corollary."

Dancing in the Elementary Schools

By the Committee on Dancing of the American Physical Education Association—1931-32. A. S. Barnes & Company, New York. $1.00.

THE FIRST Committee on Dancing appointed by the American Physical Education Association, in studying significant problems on the elementary school level, attacked such questions as: What can actually be accomplished with children at various age levels? What materials should be included in our rhythmic program? How could these materials be presented to achieve the best results? With the formation of the Section on Dancing of the A. P. E. A., a second committee made fresh contributions to this pioneer work. The material presented in this book has been selected from the reports of these two committees which have undertaken to discuss the theory of the dance and the principles underlying the productive teaching of dancing. Mary P. O'Donnell, Chairman of the 1932 Committee, points out in her preface that there must be a great deal of scientific experimentation before any truly authoritative pronouncements can be made.

Soccer for Junior and Senior High Schools

By John Edgar Caswell, M.A. A. S. Barnes & Company, New York. $2.00.

IN AN INTRODUCTORY statement tracing the development of football, the author states that this ancient game may be traced back to Greek and Roman civilization. "Historians say that football of which it (soccer) is a variant, entered England with the Romans, but Irish antiquarians insist that kicking games were popular there (in Ireland) 1,000 years before a single Roman crossed the Channel."

Soccer has again come into high favor and in some of the larger cities it is taking the place of football in the junior high school. Because of the growing popularity of soccer, Mr. Caswell's book, with its detailed instructions for playing and suggestions on technique, is timely.

Indoor and Community Games

By Sid G. Hedges. J. B. Lippincott Company, Philadelphia. $1.50.

A COLLECTION of games and stunts for use at social evenings and parties for old and young. Games of all kinds are described from quiet activities and ice-breakers to races and team games.

Juvenile Delinquency

By Walter C. Reckless and Mapheus Smith. McGraw-Hill Book Company, New York. $3.50.

AT A TIME when studies of juvenile delinquency are taking precedence over investigations of adult crime, a book which presents findings both of facts and case material from the modern viewpoint of the juvenile delinquent as a problem child rather than as a special type, has much of interest to offer. The authors have taken many of the "pet" theories regarding the causes and the cures for delinquency and have checked them against available facts to determine how far they are applicable. The difficulties involved in determining scientifically the

effect of playgrounds on delinquency are pointed out and some of the studies which have been made are discussed. Throughout the authors urge that the student, the practical worker and the educated layman understand the principle of multiple causation, that they be able to analyze the causes in individual cases and that they equip themselves to interpret the information on juvenile delinquents which is presented to them through surveys and studies.

Illustrated Tap Rhythms and Routines.

By Edith Ballwebber. Clayton F. Summy Co., New York. $2.50.

A number of artists have collaborated in the production of this attractive and practical book. Ellen Edwards Boyd, Helen McAdow and Ray D. Vane are responsible for the music. The illustrations are by Harriet Ann Trinkle. Jay B. Nash, Professor of Education, New York University, in his introduction states: "The contents of this book are arranged in short routines and hour blocks, so that the material is very usable, not only in public school and the college situations, but in the recreational programs of our community centers." Directions are clear and concise, and the many illustrations make the instructions readily usable.

Twice 55 Part Songs For High School Boys —The Check Book.

Compiled and edited by Peter W. Dykema. C. C. Birchard & Company, Boston, Mass. $1.25.

This, the seventh book in the "Twice 55' series, is intended primarily for senior high school glee clubs. While the book offers a wide range of interest and several degrees of difficulty, a distinguishing characteristic is the comfortable range of the songs. The subjects have been chosen because of their suitability for high school boys and comprise a great variety of moods from grave to gay. Special attention is called to the sacred songs which include some fine examples of the choral form.

A Call to the Teachers of the Nation.

By the Committee of the Progressive Education Association on Social and Economic Problems. The John Day Company, New York. $.25.

In the foreword Willard W. Beatty, President of the Progressive Education Association, states that the group which prepared this report is one whose primary purpose is to furnish to members of the association materials and opportunities that will promote individual and group thought along lines of their growth and improvement. The pamphlet is a challenge to teachers to play a positive and creative role in building a better social order. It suggests a list of books which discuss authoritatively many social, economic and political problems.

From Plan to Reality

Regional Plan Association, Inc., 400 Madison Avenue, New York. $2.00.

The Regional Plan Association, Inc. has just issued a volume entitled *From Plan to Reality,* a report of four years of progress since the announcement of the Regional Plan. The report shows real progress in the adoption of the principles of the Regional Plan. Indeed, "It may now be conservatively stated that progress to date is such that, if it continues at the same rate, the whole of the proposals of the plan for physical improvements will have been carried out before the forty years have elapsed."

In the field of physical improvements, the greatest activity has taken place in the field of highways and parks, although other proposals, too, have made substantial progress. The survey of park facilities in the region, made in 1921, showed a total of 52,486 acres. In 1928 when the graphic plan was completed these had increased to 94,534. During the four years to December 31, 1932, about 22,000 acres of park land had been added, an increase representing about 8 per cent of the total recommended park acquisition to be made in the whole area during the following forty years. In New York City an acquisition of 2,440 acres has been made, representing an increase of nearly 20 per cent.

Perhaps even more important than the physical developments in accordance with the plan has been the acceptance by the public at large and especially by public authorities of the principles of planning. Planning laws by cities, counties and states have been enacted since 1920. Official planning boards have increased in the counties from 2 to 8 and local planning boards from 61 to 109. Eleven county planning citizens' councils and 257 local planning councils have been established.

The volume also presents a number of projects reported as urgent. Among these are many suggestions for park acquisition in the region.

Around America With the Indian

By Nina B. Lamkin and M. Jagendorf. Samuel French, New York. $1.50.

A book of authentic Indian legends interwoven into plays, dances, ceremonials, music and stories of Indian life, this volume cannot fail to have a wide field of usefulness at camps, playgrounds, schools, clubs and other agencies. A valuable section is the original Indian music for the plays harmonized by Anne Church Collins.

Citizens' Organizations and the Civic Training of Youth

By Bessie Louise Pierce. Charles Scribner's Sons, New York. $2.00.

This study of organizations represents Part III of the Report of the Commission on the Social Studies, American Historical Association. The particular study presented by Miss Pierce has been undertaken because of the present day interest in many citizens' groups in civic instruction in the schools. Attention has been directed chiefly to patriotic, military, peace, religious, business, political and fraternal groups as they affect instruction in the common schools of America.

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Going Spiritually Stale

WHEN THERE is no work, what can be done to keep people "living"? How can unemployed families be kept from going spiritually stale? In the best of times when resources are normal the best of men must fight themselves to keep from going stale. "We take on new interests—we stay away from the things that have a disintegrating effect on us, we put in their places those things which bring inner harmony and peace and strength. It is hard enough to do in this changing world of today even if you have work and sufficient financial margin. But what a Herculean task it is when you are minus these two essentials"— writes Clare M. Tousley in behalf of her clients, the unemployed.

"It is fearfully important to help unemployed men and women to keep active—physically, intellectually. No one wants to see people who are receiving relief, passive, inert recipients having lost that most precious of assets—their personal integrity, their spirit."

Families fret with all family traditions overturned, with the man about the house all the day every day. The man feels he has lost standing with his children, with his neighbors. Yet there is much that the father can do for his children if in this period there can be built up a neighborhood tradition of "whole family recreation." Recreation workers have a special challenge now to take the lead in helping to train fathers in recreation leadership with the family.

Many unemployed have during this emergency been given special training in leadership at recreation institutes. Many unemployed men of special ability after such training are helping to enlarge neighborhood recreation opportunities. Great is the service of the recreation executives who discover opportunities for unemployed men, and women, too, to use their enforced leisure in ways that benefit the community. Activity is necessary to self-respecting living whether or no there be employment.

It is for recreation leaders to help unemployed men and women have a heart for the activities they have always longed for but never had sufficient time for.

HOWARD BRAUCHER.

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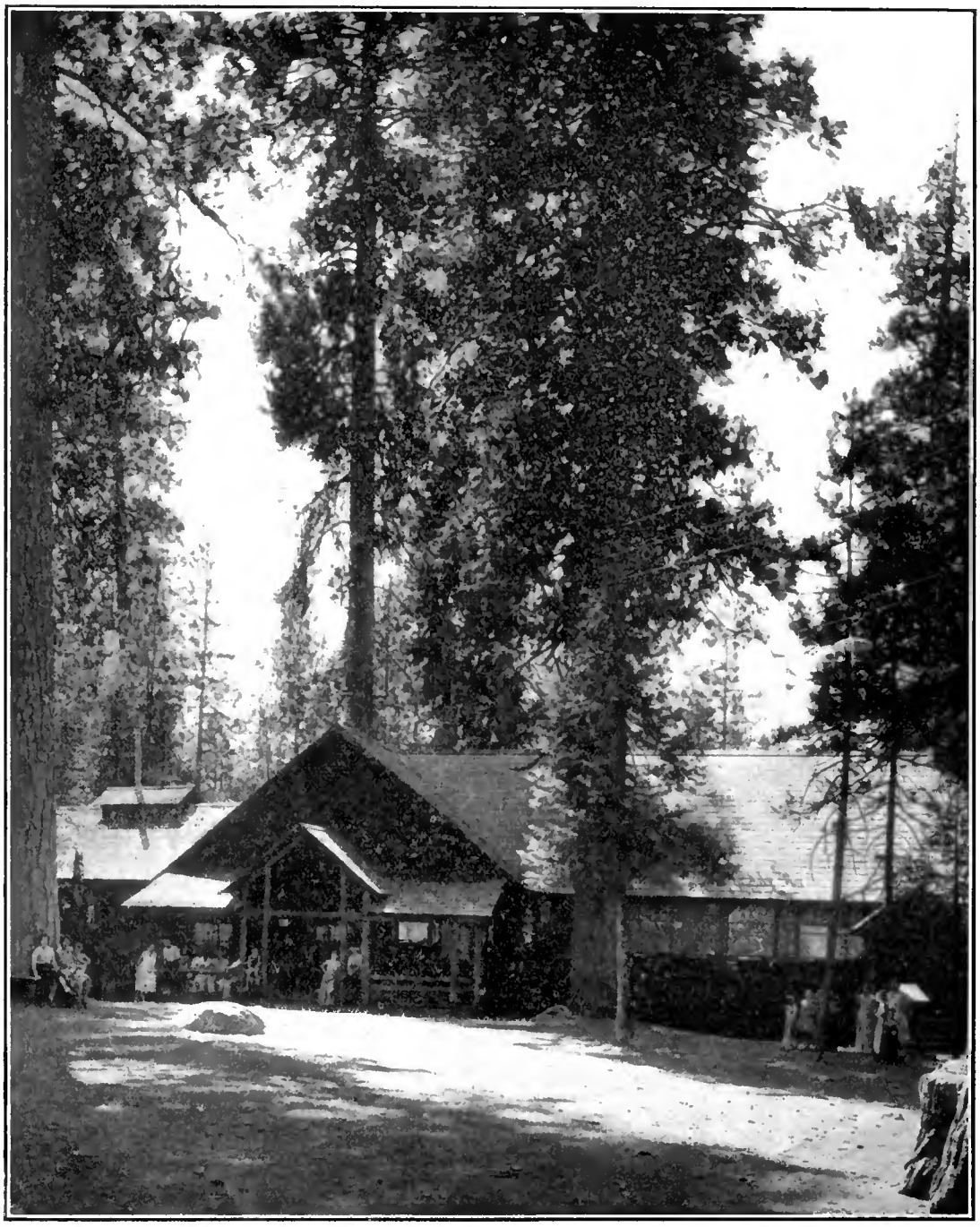
Autumn Days in the Mountains



Courtesy San Francisco Recreation Commission

Camp Mather, maintained by the Recreation Commission of San Francisco and made possible by the cooperation of the U. S. Forest Service, is located among cool evergreen forests and rolling mountain meadows at an altitude of 4500 feet on the rim of the Tuolumne. Climatic conditions are such that the season may open early in June and extend into the Autumn.

Contributions of Recreation to the Development of Wholesome Personality

By HENRY M. BUSCH
Cleveland, Ohio

THE ADVENT of the new era so confidently predicted by students of social change will bring us an accentuated problem of the use of leisure time. It seems entirely likely that the emphasis in education will shift largely from preparation for vocation to preparation for recreation, and with the shift in emphasis from work to leisure we may expect a new interpretation of recreation.

Heretofore recreation has often been regarded as the type of leisure time activity which renewed the energies of the worker, depleted by his daily task. The strong probability is that the use of automatic and semi-automatic machinery, the routinization of vocational activity, and the shortening of the working week will mean that workers will no longer be so fatigued at the end of the work day that they will crave the type of recreations which give escape from drab reality. In so far as machinery and organization continue to remove the drudgery of brute labor, to that extent will working people approach their free hours with a sense of expectancy and zest for activity as distinguished from mere amusement.

The absence of fatigue may be the crucial factor which will change the expectancies and readinesses of people for recreational activities. Stuart Chase's part truth that Americans are a race of people who take their recreations sitting down should prove even less true in the new era than is now the case. It seems likely that people who now can be satisfied in their few free hours with the saccharine sentiment of stage, screen or story, or with attendance upon athletic spectacles, or with oft-repeated sessions around the bridge table, will experience the need for types of recreation which can utilize long hours of leisure.

Challenging Activities Vital

The first contribution, then, of recreation toward the development of wholesome personality in the coming era is the supplying of challenging activities which, as they are carried on, develop ever-moving goals. Recreation so conceived as personal growth in skill, power, and appreciation becomes synonomous with education.

But the realization of this high goal for receation will depend in large measure upon the furnishing of trained leaders of generous outlook and adequate training, and this will hardly be achieved unless the public, taxpayers and contributors, be educated to see in recreation not a pleasant but trifling diversion, but a social force of tremendous consequence for the personal character and national culture. The leadership in such a process of enlightenment must come from educators, psychiatrists, and social workers who have themselves apprehended the present values in recreation and who can anticipate the implications of recreation which exists in and for itself, rather than as a utilitarian preparation for further economic activity.

It must be obvious that any discussion of the contributions of recreation to the development of wholesome personality will contain large elements of personal philosophy for two reasons: In the first place the volume of research information upon the effect of recreation is wholly inadequate to support strong pronouncements, however much the amassing of personal experience may lead one to sharp conclusions; secondly, the concept of wholesome personality is largely a normative groupings of values set up by psychiatrists and laymen, and accepted by the person carrying on the discussion. With this recognition of the personal bias in mind, let us proceed to a consideration of the bearing of recreation upon personality.

Long before the launching of the mental hygiene movement, certain advocates of recreation were proclaiming the value of a sound mind in a

Mr. Busch, who is Professor of Adult Education at the Cleveland College of Western Reserve University, gave this address before the Division of Mental Hygiene and Recreation, National Conference of Social Work, meeting at Detroit, Mich,, June, 1933.

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sound body, and were pointing out that recretion produced sound bodies. Sometimes there was a naive belief that strong bodies, capable of efficient gross physical functioning, automatically contributed to mental wholesomeness. The more astute, however, recognized that while there was interaction between physical health and mental efficiency, the playground and gymnasium still left something to be desired as agencies for developing sound mentality. People might be not only beautiful but dumb, but husky and dumb.

Children set high value upon achievements in their recreational pursuits.

A sound mind in a sound body at best expressed the ideal that the body should be kept in condition so that the purposes of the sound mentality might be achieved in action. Horace Mann had well pointed out that one of the tragic facts of life was the failure of men and women of marked intellect and social spirit to carry through to completion tasks which would enrich community life, for want of physical fortitude in the crises which inevitably arose.

Wholesome Personality Defined

As the understanding of mental hygiene developed the dichotomy between mind and body tended to disappear, as well as the mystical faith in the interaction of the two. Personality was conceived of as the dominant organization of traits and habits, and it was recognized that emotional reactions were as important as the more overt physical and mental reactions. Indeed the notion grew that probably all of the reactions which are components of the personality, whether they be called mental, physical, or emotional, are basically physiological and as such are capable of training or re-education in accordance with the principles of habit formation.

The wholesome personality is variously regarded by various authorities and concerning these views, as concerning other values, there can be little profitable dispute. However, agreement upon some elements appears to have been reached. The wholesome personality is that in which the various elements and trends have been so organized that conflict within the individual does not obtrude so as to interfere with health and efficiency. The wholesome personality is one which can carry on the ordinary business of life with efficiency and zest.

A wholesome person is vocationally adequate; he has interests which keep him occupied in his free time and which leave no aftermath of self-condemnation nor doubt; he has resources with which to meet disappointments and disaster, and he gets along with his fellows without undue friction and, in the main, with positive pleasure.

Recreation, apart from formal training, can hardly render a person vocationally adequate, either now or in a new era. But to the degree that recreation sends a person back to his work with his body invigorated and his spirits refreshed, it contributes to vocational adequacy. There are, however, definite possibilities or achieving vocational values in the recreation of children. The vast range of interests and hobbies, including individual and group projects, may serve to quicken an interest which becomes an educational and vocational goal. In fact, such movements as the Scouts offer as a justification of their merit-badge work that the sampling of a wide variety of intellectual and handcraft activities gives a body of pre-vocational experiences which may help a child to discover an aptitude leading toward a satisfying vocation.

We are inclined to believe that one of the chief values of the coming leisure will be the possibility of adults engaging in types of informal education which possess definite recreational values, but which nevertheless make possible the redirection of vocational life into new channels.

The Project Method in Recreation

The application of the project method to recreational work, especially among children, makes a contribution of first rank importance to the development of wholesome personality. Modern recreational leaders, especially in group work, are rejecting super-imposed programs of activity and are, instead, studying the interests of people for the purpose of helping individuals engage in lei-

sure time ventures which enlist their wholehearted activity.

As Frederick Lyman Wells has said, a prime requisite for mental health is the possession of sets of interests which act as balancing factors in times of stress. Religion and philosophy constitute such factors, but so do golf, chamber music, clay modelling, swimming, and amateur chemical experimentation. When the storms of life break over the heads of people who have no interests outside of their jobs and their emotional ties with relatives, they are in danger of going to pieces. But those who possess even a single absorbing interest, whether it be stamp-collecting or travel, are in a better position to stand bereavement, disappointment in people, or financial ruin.

Since the schools have not as yet caught the vision of the kind of life which modern people are undoubtedly going to live, and since, to a large degree, they follow stereotyped ideas of teaching subjects which presumably have utilitarian values, they constantly thwart present interests and crush enthusiasms. The result too often is that students emerge with a sense of boredom and a determination never again to have anything to do with history, literature, drama, music, science, or the arts and crafts. If people are to be aided to see that:

"The world is so full of a number of things
I'm sure we should all be as happy as kings"

it will be the task of recreational leaders to bring this about.

The acceptance of the project principle in recreation is particularly sound from the mental hygiene point of view because of the recognition that the feeling of enthusiasm for the activity is more important than the mere performance of the activity itself. Performance gives an experience of activity, but zest furnishes the motive power by which one can carry on to ever-widening areas of experience, despite the lack of leadership.

Achievement Plus Zest

The combination of achievement with zest is important to the development of sound personality. Without success in the achievement of one's purposes there can be no sense of confidence and self-esteem, and the psychiatrist will testify to the centrality of adequately based self-esteem in the make-up of sound personality. Some degree of success is necessary in the major areas of life, but if the individual is frustrated in vocational, sex, or social endeavors he may still obtain a measure of fulfillment in leisure time activities.

The experience of success is particularly important in the emotional life of children, and a society which recognizes that personality does not just happen, but that its development is susceptible of intelligent direction and control, will provide for all of its children opportunities for graded achievements in formal education and in the areas of recreation.

While we would not deprecate the substantial value of home and school experience, it nevertheless is true that the child's highest valuations are usually placed upon success in those activities of which his fellows see the worth. The youngster, seeking status in his group, finds that he can achieve recognition and attain social security more surely in the recreational areas of experience. Such abilities as running, climbing, swimming, diving, hitting home runs, camping and canoeing seem more important to children than excellence in school work, punctuality or faithful performance of home duties.

The child who achieves social security because his worth to the crowd is recognized is on the way to sound adult social adjustment. The researches of Professor W. I. Newstetter and the staff of Wawokiye Camp, as well as the findings of the staff of the Institute of Juvenile Research in Chicago, remove any doubt regarding the high value which children set upon achievement in leisure time pursuits which bring them the favorable attention of their fellows.

"One out of twenty of us, it is estimated, will require treatment by the psychiatrist before we have come to the end of our active lives. One out of ten of us will go about in the gravest anxiety over the mental state of some one near and dear to us. Is it to be conceived that such a condition would obtain if we built our standards around interests that live and grow, and that ceaselessly press upon us their claims for more time and thought? Any wise physician will recommend the virtue of a hobby to ease the stresses of life. The intellectual world is rich enough to give each of us his appropriate hobby."—*Alvin Sanders Johnston*, in *The Journal of Adult Education*, April 1933.

Group Adjustments

An important instrument in the reshaping of the personality of the child is the leisure time group. If an adjustment can be made to a group whose values are socially sound, the process of wholesome development is aided. But too often psychiatrists, social workers,

"If we can educate a generation of people to value constructive ability and sensitivity to beauty, goodness and truth, the culture of America will be assured."

Courtesy Oak Park Playground Board

and recreational leaders, recognizing the essential values of group adjustment, attempt to place an unadjusted child in a group of children already formed. Nothing can be more cruel than the experience of rejection with which an in-group sometimes greets an outsider who appears strange, inept, or queer. Experience seems to demonstrate that the best way to secure for a child the benefits of group experience which have heretofore been denied him is to fit him into an interest group, rather than a sociable group, choosing carefully a group formed for an activity in which the child has already expressed an interest or demonstrated some capacity.

It is important to recognize the tremendous power of the group of leisure-time cronies in misdirecting the aspirations of a child. If status is to be achieved by exploits which his friends value, and if they already have admiration for the child who lies, steals, swaggers, commits sex offenses, plays truant, or runs away from home, these activities will appeal to the youngster. The import of this fact for character development has already been pointed out in the researches of Hartshorne and May, and the later work of Sorenson.

Communities which are concerned first with the development of ethical character in their citizens will not be misled by petty considerations of economy into depriving their children of recreational opportunities under trained leadership. They will recognize that times of social stress and rapid transition to new social values are precisely the times when false economy proves most costly.

Communities with the long range view will recognize that if codes of action gain sanction from the recreational group, the sensible thing to do is to give the group such leadership and opportunity for wholesome recreation that socially acceptable values dominate. Herein lies the wisdom of the more recent use of the patrol method in the scouting organizations, and of the clubs formed by the Y. M. C. A.'s, Y. W. C. A.'s, settlements, churches and community centers, from groups of friends who habitually play together. It would also seem apparent that group workers would need to recognize the value of bringing sociable influences into groups of children formed for such special purposes as art or music.

The study of present social trends seems to indicate that within a decade or two the pace of economic life will very definitely have moderated, that people will live in better houses with more conveniences, over-crowding and concentration in centralized urban areas will largely have disappeared, and physical mobility will have improved markedly. Greater social security will be offered through insurance and social legislation. The net effect should be to reduce and even eliminate many of the strains which now serve to disintegrate personality.

Security and leisure, however, are likely to be achieved at the cost of skill in the performance of challenging tasks, for industry, commerce, and even agriculture appear to be moving inevitably in the direction of specialization, subdivision of tasks, and of necessity toward routine and repetition. The professional man and the small independent craftsman may find fulfillment in their daily work, but for the great majority of men and women the substantial values of achievement will have to be secured outside the walls of the shop, store or office.

Unless we are to have a generation of people whose sense of achievement rests largely upon the watching of dials, lights and gauges, and the manipulation of levers, pedals and buttons — a generation superficially sophisticated because it controls power even though it does not understand its source and nature, we shall need to capitalize the cultural values of recreation as a matter of public policy.

Preparing for Greater Leisure

We must provide *now* opportunities to learn those skills which result in personal satisfaction, for the larger leisure is upon us. To complain that increased leisure means the menacing of character because men do not now know the profitable uses of leisure is to forget that the only sound way of learning is by doing. Men will learn to use leisure by having leisure to use, but the community that has learned the lesson of social analysis and planning will prepare its citizens for richness of life and fullness of interest by a sweeping program of public recreation which embraces the whole range of human interest.

An adequate preparation for the use of leisure time would include the teaching of those skills in physical recreation which serve to relax the body, refine its controls, and give a sense of exhilaration through achievement of grace and form. Such activities include swimming, diving, riding, tap and social dancing, tennis, handball, squash, and similar sports. The sense of physical well-being will not insure sound personality, but it does furnish the persuasive undertone of physical competence and self-respect.

Physical recreation will not suffice to furnish all the elements for a sound personality. The need to achieve security will dictate the establishment of friendly relations with other people. We recognize that among children the success of these relationships depends largely upon athletic achievements and relatively simple social exploits. We may hope, however, that as the tide of American cultural life sweeps on, status will more and more be accorded to people who possess competence in the arts and crafts, and in social relations which affect fundamental community forces. Already we see that in experimental schools, the recognition value of mere athletic exploits is being diminished and that substantial achievement in science, music and art, literature, debate, and social organization gains ascendency.

Finally, we must not overlook the fact in our emphasis upon social values, that a recreational program which nurtures the whole personality must develop within an individual tastes and interests which he can carry on by himself and for himself. No man is genuinely a free personality, if he carries on his activities solely for the approval they bring him from others. Unless he can achieve some interests and tastes which are purely personal in their reference, he will not have the resources for the enjoyment of solitude, and without the ability to think and work occasionally in solitude, he will live life on the basis of superficial reaction to multiple stimuli. His personality will then not be an integrating center for values and drives, but will itself be a chance resultant of social forces, drives, and stimuli. The prophets, mystics, artists and philosophers have always known the secret that only in the quiet of solitude can a man work out his own values and become his own master. Unless the leaders in mental hygiene and recreation rediscover that truth and help achieve its realization in human life, their work will be a vain busyness with many things.

Broadly conceived and socially planned recreation will make contributions of inestimable worth to the development of wholesome personality, but we must not expect it to achieve its results in a chaotic social and economic system in which anti-social motives are so largely dominant. We are reminded of the Italian gardener on the Pacific Coast who came to his employer with the statement that he wished to quit his job. Pressed for his reason, he answered that he wanted to go to work for Uncle Sam. He said the government would pay better wages. With regret his employer released him. Six months later the gardener was back, applying for his old job. "Why, Aneglo," his employer remarked, "I thought you said Uncle Sam was a better employer. Why did you quit?" Angelo answered, "Uncle Sam, he one big a fool, he don't know what to do. He build a big a light house in de bay. We put a de stones in de water and build a de house, den we put a de light in de house, and a bell in de house and a fog horn in de house. De bell she ring, the light she shine, an de fog horn go 'woo, woo'—but de fog, she come in just the same."

Don't expect recreation to stem or reverse the anti-social forces of an unplanned society, but look to it to illuminate personal and social life and to make the world a somewhat better place in which to live.

The Pattern of Leisure

By ERNEST H. WILKINS
President, Oberlin College

Dr. Wilkins' interesting conception of the division of the field of leisure into four parts was presented in connection with his address at Western Reserve Commencement and Founder's Day Exercises. It is reprinted in RECREATION through the courtesy of *The Library Journal* for September 15th.

WE MAY THINK of leisure as that region of experience which lies between the necessary activities of life, on the one hand, and worship, on the other. Of course the separation is not absolute. The different regions thus suggested are not marked off by sharp boundaries: they blend into each other gradually, and they are linked by special lines of thought and feeling which run from one into the other.

Leisure lends itself to two different analyses, both quite simple and quite sound. The first analysis is this: some of our leisure time is spent alone, and some of it is spent with companions. We might say, then, that the field of leisure is divided into a left half and a right half, the left half representing leisure spent alone, and the right half leisure spent with companions.

The second analysis is this: some of our leisure time is spent in inactivity, and some of it is spent in activity. The distinction between these two types of leisure is basically physical, and is, of course, not absolute. We may think of inactivity as including those ways of spending leisure which call for practically no physical exertion or skill; and of activity as including those ways of spending leisure which do call for some considerable degree of physical exertion or skill. We might say, then, that the field of leisure is divided into an upper half and a lower half, the upper half representing leisure spent in inactivity, and the lower half leisure spent in activity.

That gives us, as you see, four possibilities: leisure alone, spent in inactivity; leisure alone, spent in activity; leisure with companions, spent in inactivity; leisure with companions, spent in activity.

If you see things in diagrammatic form, the field of leisure may take for you the shape of a large square divided by two internal lines into four quarters:

Alone in inactivity	Alone in activity
With companions in inactivity	With companions in activity

The idea of these four divisions of leisure brings me at once to what may be the most nearly helpful thing I have to say. All four quarters of the square are good; all four types of leisure are good; and in a well-ordered life they should be well balanced. Most of us tend to put too much relative weight on the fourth quarter, activity with companions, and to slight the values of the other three types of leisure. Some of us do not know what to do with inactivity, or even fear it; some of us do not know what to do when we are alone, or even fear being alone. Those of us who suffer from such fear or ignorance undergo endless discontent, and miss a great deal of readily available happiness.

I should like next to suggest that leisure has a certain pattern; and that this pattern may be applied, with different results, in each of the four divisions of leisure.

The pattern has five elements, which might be thought of as threads or as colors: thinking, reading, art, avocation, and recreation. It will, perhaps help you to follow my thought if you think

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of the five words as if they were arranged in a column:

thinking
reading
art
avocation
recreation.

The element of art is itself threefold, comprising the fine arts, music, and drama. The elements of avocation and recreation are each twofold, since each has an indoor phase and an outdoor phase.

Let me next suggest that the well-ordered life draws extensively on all the elements of this pattern. To neglect any one of them, or any group of them, would be really as naive as to limit one's use of a piano by playing always in the same key, or by using only the black notes. The resources for leisure, in their different combinations, are infinitely rich. It is surely the part of wisdom and of happiness to draw as extensively as we can on their well-nigh infinite variety.

Now let us apply our fivefold pattern to the first of the four main divisions of leisure, namely, leisure spent alone and in inactivity, and see what happens.

Imagine, then, that you are quite alone, with a considerable amount of leisure time before you, and that for some reason or other you are inclined to an inactive rather than to an active type of leisure. Imagine, furthermore, for the moment, that you are at home.

The pattern then suggests that you have before you five resources: thinking, reading, art, avocation, recreation. Let us look at them for a moment, one by one.

The idea that thinking is really a resource for leisure is not a fashionable one: yet thinking is the surest, and may be the richest, of all resources. I am not referring now to hard, creative thought, but to the quiet unforced thinking of leisure, which may range from a passivity in which the mind lies fallow to the unhurried survey of some portion of a rich and living treasure house: from the attitude suggested by the phrase "to loaf and invite one's soul," to the attitude suggested by the phrase "my mind to me a kingdom is." Meditation is almost a lost art; its loss, if it be not recaptured, is a great impoverishment of life. Dante said, in a Latin phrase I like to quote, *sedendo et quiescendo perficitur homo*: "by sitting in quietness is a man made perfect." That is not the whole truth, but there is more truth in it than we can well afford to disregard.

That reading is the greatest of all resources for leisure spent alone in inactivity, I will not seek to prove to this audience, since I know that you need no such proof.

The enjoyment of beautiful objects as a phase of leisure is a richer resource than we are likely to realize, and is capable of more development than we usually give it. Most of us in some measure take delight in having beautiful things about us, pictures of some sort, or lamps, or vases, or flowers. But I think that we seldom get all the joy there is to be had even out of things which we own. We appreciate them as a whole, but there are fine details which we never seek out. The way the Japanese get delight from a single flower may serve, by contrast, to illustrate what I mean. And after we have had things for a time we tend to let our enjoyment grow stale. It is a good plan, then, if we can, to change them in some way, to replace one print or one photograph with another, or to try the effect of rearranging familiar things.

Art weaving and other forms of arts and crafts are activites which may be enjoyed alone.

Courtesy Westchester County Recreation Commission

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Music does not come into the particular type of leisure we now have in mind, though it will claim large place in other types.

Drama, in this particular type of leisure, is merely a special phase of reading.

Avocation, however, enters in large measure: in the form of collection, for instance, or in the form of study, or in the form of imaginary travel, if one makes more of that than merely reading. Collection, of course, may be of any one of several types: the collection of prints is an excellent instance. Whatever the objects collected are, collection should always be accompanied with the fullest possible understanding.

Courtesy Westchester County Recreation Commission

Sketching is an avocation which many individuals enjoy most when in the company of other artists.

The joy of study for its own sake is seldom realized until one has finished studying for any degree or for any professional purpose. To have always some special field of serious interest, unrelated, perhaps, to one's gainful work, some special field of interest which one comes to think of as one's own, about which one gradually learns more and more, brings a steadily enlarging pleasure and satisfaction. The English have developed this type of amateur scholarship much more than we have done. Your English banker is quite likely to turn out to be a Homeric scholar, or to be making an Italian dictionary in the sunrise hours.

Recreation in leisure spent alone in inactivity means necessarily some form of solitaire.

The sort of home inactivity which I have been assuming hitherto is not the only type of leisure spent alone in inactivity. For even while you remain at home the outside world may come in to you by radio, giving you a whole territory of leisure which you might perhaps call "radio inactivity." And if you apply your five fold pattern to this territory you will get quite different results.

Thinking, in this connection, means listening thoughtfully to a radio talk of some sort which is worth listening to. Music, of course, claims here a primary place. Television will soon be adding to our resources for the enjoyment of the beautiful, and will, with radio, bring drama to us in all its visible and audible interest. Avocation may be cultivated as one listens to the account of the experiences of someone having the same avocation.

Still a third type of leisure spent alone in inactivity consists in being present alone, either by choice or *faute de mieux*, at some place of leisure outside the home: at an entertainment, concert, play, film, exhibition, in a museum —or last, and by no means least, in a public library. Application of the fivefold pattern would in this case also yield interesting results, over which, however, I shall not pause.

Thus far I have dealt only with the first of the four great divisions of leisure, the upper left hand quarter of the square, leisure spent alone in inactivity—and I have by no means exhausted that portion of my theme.

To treat the other three quarters with even the same small degree of completeness, to apply the fivefold pattern again and again and again, would take far too much time, and I shall not attempt to do it. Perhaps you may spend a little leisure in making the attempt for yourselves.

Let me merely suggest, choosing almost at random, just a few of the types of interest which appear through the application of the pattern to the other quarters of the square.

In the field of leisure spent alone but in activity, the lower left hand quarter of the square, we find, for instance, that the first element in the pattern, thinking, now becomes writing — not writing for publication, which is not a matter of leisure, but writing for the sheer satisfaction of the process itself, with the possibility perhaps of some minor social use of the result.

Here, too, comes amateur work in the field of

(Continued on page 345)

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Don't Cut Out Recreation While Effecting Economy!

Children must, should and will play. For the current generation there can be no postponement. It is now or never.

Courtesy Iowa Child Welfare Research Station

By HARRY ELMER BARNES

THERE IS MUCH excitement about public economy and also concerning the suppression of crime. These two major social objectives of today often conflict. In no way is their opposition more evident than in current attitudes toward curtailing national, state and local contributions to recreation for children.

This is an important point, since it is well established:

(1) That the great majority of first offenders today are between sixteen and twenty-one, and

(2) That no item is more powerful in reducing juvenile crime than adequate facilities for well-directed recreation on the part of American youth.

Our cities, for example, present a curious and dangerously inconsistency when they severely curtail appropriations for recreation and at the same time bewail the growth of crime.

The National Recreation Association has admirably summarized the essential facts and principles involved:

"Children must, should and will play. For the current generation of children, there can be no postponement—for them it is now or never. Under modern urban conditions, public provision has to be made if children are to have proper opportunity for play. Not only their happiness—their safety, health, organic development and character are involved.

"Recreation of a wholesome type is needed today as never before, especially for the unemployed who have so much enforced leisure on their hands. Idle, with a resulting tendency towards low morale, with no resources to buy the diversion offered by commercial recreation, the large number of unemployed adults peculiarly need the resources of public recreation.

"This is especially true of young adults, full of life and vigor, undisciplined by previous work experience, disappointed in their rightful hope and expectation for a job. Through with school, without occupation, they are acutely exposed to anti-social forces and other deteriorating temptations of idleness.

"Idleness is and always has been dangerous and expensive. Recreation is no substitute for work, but it can and does help tremendously.

"Budgets for public recreation are small—they present opportunities for only trifling savings as compared to the social value of the services they supply.

"Greater public tax costs are probable if recreation is eliminated or too severely reduced. Not only are human values of happiness, safety, morale, character, and the like at stake. Decreased expenditure for recreation will involve increase in taxes to maintain jails, reformatories, prisons, insane asylums and hospitals. The chairman of the National Crime Commission has said: 'If we expended one half of the money spent to deal with criminals on playgrounds, with facilities for the normal expression of these warped lives, we would not have one half as many people go into prison.'"

These are considerations full of fact and sense. The annual cost of crime and rackets in the

(Continued on page 346)

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Los Angeles Trains for Enlarged Leisure

By GLEN O. GRANT
Assistant Superintendent
Department of Playground and Recreation
Los Angeles, California

ON EVERY hand today interest is evident in the problems resulting from increased leisure, whether that leisure be voluntary or enforced. The economic and social trends of the day clearly bring out the fact that one of our major problems throughout the nation is how to transform added leisure hours from the liability column into the classification of assets.

The problem faced by the Los Angeles Department of Playground and Recreation with a tremendously increased attendance rate and a decreased budget in the interests of governmental economies, was and is, "What to do about it?" With over a million and a quarter people scattered over a geographic area in excess of 450 square miles, obviously the Department could not "put out the light and go to sleep."

One of the solutions of the problem has been sought in the field of a better trained leadership, both professional and voluntary. The experience of the past year is presented here with the hope that it may be helpful to others, and that suggestions from recreation departments of other cities may be forthcoming, which will be helpful to us.

In the matter of leadership training, a fourfold problem presents itself:

(1) The training of the professional paid staff of the Recreation Department.

(2) Recruiting and training the volunteer staff of leaders for service at the recreational centers.

(3) Training of volunteer leaders for extension work out into the communities of the city, serving through various organizations such as children's institutions, churches, social welfare and character building groups, civic organizations, luncheon clubs and women's clubs.

(4) Last, but not least, the development of a "recreation minded" public in order that in times such as these when the need for a community-wide program of constructive leisure time activity is paramount, the necessary support to insure the continuance of such a program may be forthcoming.

"What can the municipal recreation department do to train its own workers and volunteers in the community to provide the leadership which the demands of increasing leisure are making imperative?" No more important problem faces leaders in the field of municipal recreation today. We are presenting here the experience of one city in conducting recreation training institutes during the past year.

An Institute in Social Recreation Leadership

One of the first projects of the year was a social recreation leadership institute held during the month of January, 1932, under the leadership of Robert K. Murray of the staff of the National Recreation Association. This institute was held in two sections—a morning session exclusively for the professional staff of the Municipal Recreation Department, and an evening session for leaders of other organizations throughout the community. The response from the Department staff was immediate and enthusiastic, and it is impossible to estimate the values received in enlarged social programs at the various centers throughout the city.

Over 150 leaders of the community responded to the evening session program. Thirty-one came from churches of the city; twenty from clubs and character building organizations; two were personnel directors from large industries; thirty-two were teachers and physical education directors from the schools of the city; five were students in training in the universities for recreation work; twenty-three were volunteer leaders at recreation centers, and the remaining thirty-five or more came from miscellaneous institutions or did not state their connection. The results obtained are markedly evident in all parts of the city from which these enthusiastic leaders came.

As a result of the above social recreation institute and the second annual recreation and play leadership conference held the fall before, a series of special skills participation groups was instituted throughout the following months. Full-fledged and embryo leaders were given an opportunity to designate

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the fields of leadership in which they desired special training. As a result, groups in the following fields were organized : men's and boys' manual crafts, women's and girls' handcraft, community singing leadership, additional training in social recreation, sports leadership, aquatics-methods and practice—story telling and dramatics, camping and camp activities, boys' and girls' club leadership. Wherever a project affording opportunity for training in the desired field was already established in the city, those interested were referred to this source. In other instances, special groups were organized.

Home recreation was a subject of interest at the institute for parent-teacher groups

In connection with these training projects, those participating were given an opportunity to sign a volunteer recreation leadership enrollment card upon which they pledged their desire to serve in volunteer leadership in their chosen field of activity.

Institutes for Special Groups

Because of the fact that many major organizations within the community were looking to the Municipal Department of Playground and Recreation for standards of leadership and the technical staff to train volunteers, two very interesting and successful institutes were held for special groups. The first of these was the first annual Parent-Teachers recreation institute. This organization, with a membership of over 50,000 in the city, embodied in over 240 different associations, requested aid. Accordingly, during the month of October a special series of training sessions was conducted. The total units of attendance at this institute were 766. Eighty-seven schools were represented of which 46 were elementary and 41 junior and senior high. At the close of the institute 151 certificates of attendance were awarded, and it was discovered that there had been an average attendance of 225 at each session through out the series. The results obtained have been noted in every part of the city, and enlargement of community life in terms of neighborliness, optimism and better and more enthusiastic citizenship was observed.

The program of this institute included training in social recreation, community singing, inexpensive handcrafts, home recreation, cultural activities, party planning and other pertinent subjects.

Following closely on the heels of this institute came the third annual recreation and play leadership conference. This project is looked for eagerly each year. Planned for volunteer and professional leaders and all others interested in the play and recreation field and its extension as a medium for the development of more abundant and wholesome living, this conference met with enthusiastic response, with a total number of 717 registrations. A program involving inspirational and instructional addresses by outstanding leaders of the community was presented. The County Chief Probation Officer spoke on the subject, "Why Have Delinquents?" An outstanding educator from one of the local universities dealt with the subject, "Who Are the Educated?" The Director of Educational Activity and Chief of Staff of the Orthopaedic Hospital presented, "Recreation for Mental and Physical Health," and the Judge of the Juvenile Court gave us "Character Building Agencies, a Force for Good Citizenship."

Each evening two periods of activity followed the presentation of one of the talks mentioned above. Subjects such as these followed in sequence: "Recreation Programs and Methods for Boys," "Play and Recreation for Women and Girls," "Men's Sports and Gymnasium Activities" and "Recreation for Industrial Groups," and in presenting these subjects the activities described were actually demonstrated by typical participation groups.

The closing period each evening was a party period in which various types of suitable recreation activities such as social games, stunts, folk dancing and games, community singing and dramatic recreation were presented, with all participating.

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At the close of the conference, which lasted throughout the month, 328 certificates of attendance were awarded those meeting the stringent attendance requirements.

The second group requesting a special institute comprised church leaders of the city. As a result of the urgent requests made for such an institute, a committee representing all the churches of all faiths was called, from which a Program Committee was designated, composed of the executive secretary of the Catholic Big Brothers, the executive of the Jewish Modern Social Center, a member of the Recreation Committee of the Church of Latter Day Saints (Mormon), and the presidents of the Baptist Young Peoples' Union and the Southern California Conference Epworth League. With the objectives in mind to discover the recreational and social needs of the local church groups and the necessity of developing a program and leadership for meeting these needs as an integral part of the church program, this committee established the following program:

Addresses were given on the following subjects: "The Objectives, Aims, Program and Trends of the Present Day Church Center Recreation Movement," by Lynn Rohrbough, executive of the Church Recreation Service; "Party Planning," by the Supervisor of Industrial Recreation of the Municipal Department of Playground and Recreation; "Leadership Qualifications," by the Boy Scout executive; "Cultural Activities in the Church Recreational Program," by a leading rabbi; "Service Activities and Church Young People," by the president of the Los Angeles Community Chest; "The Objectives and Program of the Young People's Club," by an outstanding Y. M. C. A. secretary; "Physical Activity Program for Girls and Women," by the head of the Women's Division of the Department of Physical Education of a local university; "Physical Activity Program for Men and Boys," as related to the church, by the Director of Municipal Sports of the Municipal Department of Playground and Recreation.

At the conclusion of each evening's program, demonstrations of suitable social recreation activities were presented by participating groups. This was following in each case by a closing party period, when all those registered in the institute participated.

As a result of this institute, a definite request was made for the continuance of the fellowship established in a social recreation clinic, to be held once a month to which leaders of church recreation programs would come for suggestions and methods to be used in presenting activities suitable for party affairs in their churches the following month. This program has been instituted and carried on continuously since the time of the institute, with enthusiastic response.

Following the church centered recreation institute, certificates of attendance to 32 people were awarded those attending all sessions of the institute.

For Leaders in Girls' and Boys' Activities

During the fall of the year, under the sponsorship of the Los Angeles Girls' Council, a training course was presented for the training of leadership in the girls' character building groups of the community, under the leadership of the Supervisor of Industrial Recreation of the Municipal Department, who was president of this council. Aided by all executives of girls' character building groups, a very comprehensive training course was presented with a total aggregate attendance of 1,500, and an enrolled registration of 268.

A program dealing with "Responsibilities of Leadership," "Crafts for Beginners and Advanced," "Program Planning and Recreational

No institute for workers with boys and girls would be complete without instruction in dramatic activities.

Courtesy Board of Recreation Commissioners, East Orange, N. J.

Methods," "Creative Dramatics," "Personal Charm," "Responsibility in the Field of Health and Personal Hygiene," "Responsibility As a Social Worker," "Development of the Girl's Mental Attitudes," "Story Telling and Vocational Guidance," "A Basis for the Girl's Leisure Time Program" and other pertinent subjects, was presented.

Camping, aquatics and allied subjects were institute topics in the Los Angeles plan of training.

In line with this program of training for girls' club leadership, the Municipal Department throughout the year gave material to the training program for the boys' character building agencies, in the use of facilities or personnel in training courses for Woodcraft Rangers, Sea Scouts, Y. M. C. A. groups, and others.

Institutes for Leaders in Aquatics

With an annual attendance exceeding 10,000,000 at the municipal beaches, one of the contingent responsibilities of the Municipal Recreation Department is the training of the public in matters of aquatics safety, and the establishment of an aquatics staff qualified to meet emergencies which occasionally occur. Ability to meet these situations necessitates an effective and alert staff, highly trained to meet all contingencies.

In the matter of public education, a three reel motion picture entitled, "Beach Safety Don'ts" was made and shown before an aggregate of over 65,000 potential beach goers.

Two projects were initiated for the training of aquatics personnel. The aquatics directors' training course for the personnel of the Department dealt with such subjects as "The Administration of the Pool Plant" from a sanitary, business and safety standpoint and with reference to the handling of the staff and of the public; "The Pool Program" with regard to elementary and advanced instruction, special non-competitive programs and competitive activities. These subjects had to do with employed workers, but there was also training given for volunteer workers. A total of 34 hours of instruction in pool and classroom was given, with a very noticeably increased efficiency on the part of the personnel resulting.

The second project, the first annual aquatics conference, was conducted with the cooperation of aquatics executives of neighboring cities. This program met with a response in the registration of 141 people, representing many different cities and organizations carrying on programs of aquatic activity. Such pertinent subjects were presented as: "History of Life Saving," "Modern Methods of Resuscitation," "Life Guard Training and Organization," "Life Saving Equipment," "Experiences in a Life Guard's Day," "Principles of Publicity and Advertising," "Personnel Problems," "Place of Aquatics in Recreation Program," "Development of Water Front Activities," "A Municipal Aquatics Program," "The Contribution of the Red Cross to Aquatics Safety and Activity Program," "Clean Beaches and Seaweed Disposal," "Some Values in Aquatic Activities," "Some Problems of Swimming Pool Sanitation," and "Timely Legislative Problems."

A third training project dealing with aquatics leadership was the institute of the American Red Cross in first aid and life saving held at the municipal facilities at Cabrillo Beach. A training course in swimming, life saving, canoeing, boating, diving, first aid, camp leadership, was presented during the two weeks' period. Eighteen resident students were enrolled, with an additional 35 non-resident membership. A total of 35 certificates were awarded at the close of the institute, covering 225 individual courses.

Cooperation with Camp Directors

Cooperation in the field of camp directors' training resulted in the participation of our executive staff in the Camp Directors' Association of America conference at Asilomar, and the meeting of the Southern California Camp directors and executives at Laguna Beach, the Supervisor of Municipal Camps of the Los Angeles Department arranging the program of the section on municipal camps at the Asilomar conference and

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Spectator Sports

By FRANK L. OKTAVEC

In a well-rounded school sports program both doing and watching have a place.

In *Child Study*, April 1933, Mr. Oktavec points out the fallacy of the assumption that watching a baseball game, a tennis match or a dance is synonymous with inactivity. He describes both the satisfactions and dangers of spectator sport and analyses the factors which make playing worth while. He reaches the conclusion that if a choice between watching and doing must be made, playing is better than looking on. Better still, he believes, is an educational program in which both the watching and the doing are arranged to supplement each other.

THE PRACTICE of "looking on" while others engage in sport activity is known to have existed in all historical eras, in all civilizations, and among all cultures. Our increasing comprehension of the value of self-activity for growth throws a new light on this age-old practice. Commercialization and exploitation of sports, monotony in daily labor with its accompanying drudgery and need for compensatory excitement, and the increased time for leisure at our disposal are all social changes which directly affect sports.

Let us review the possible good or evil for the adolescent of both looking on and participating. For adults spectator sports constitute a somewhat different problem, although the solution lies in the education of the adolescent. And in childhood, with its overwhelming drive to be active and inability to watch others for long, the problem hardly exists.

It is often assumed that watching a baseball game, a tennis match or a dance is synonymous with inactivity. This is never true, if watching is defined as giving attention to what is being seen. He who watches and perceives someone playing tennis is in a sense as much a participant as he who plays. To be a spectator is to be active. And we know today, that whenever there is activity, there is learning. To learn something is to modify one's

Courtesy Extension Department, Milwaukee Public Schools

behavior either through the acquisition of new modes of behavior or through the strengthening of those previously acquired.

But what is learned through spectator and player participation may be, and usually is, quite different. For each of these activities, owing to its very nature, brings with it different situations, different responses, and hence, the learning of different behavior patterns.

Boys of Reading, Pa., by "playing Indians" gained an appreciation of Indian crafts.

Activity *per se* is not necessarily good. If we assume that goodness is manifested by a good society, then the desirability of any activity can be determined solely in relation to the ultimate good of society. An understanding of this fundamental principle is paramount, since it is the basis for the evaluation of spectator and player activities here presented. The "good" society, here accepted as the social and educational goal, is that expounded by John Dewey. Spectator and player activities will be weighed as they aid or hinder the realization of this social order. Were we to accept the life goals of a von Metternich, Mussolini, Nietzsche, or Tertullian as more desirable, our evaluation of player and spectator activity most certainly would be different.

In addition to the obvious differences between spectator participation and player participation there are also differences within each. The value of watching or playing hinges more upon *how* they are done, than upon their nature. All spectator participation is not alike; neither is all player participation.

Let us examine spectatorship first. With regard to it, we need to determine: the kinds of behavior that can be acquired through it; the use to which it can be put to further the right kind of growth and the responses to seeing others play that make for behavior compatible with our goal.

One of the two most common forms of spectator reaction is that of sheer sensory satisfaction. To be with a crowd, to feel oneself a part of a crowd, is to many satisfying. To watch moving objects or players and to see a combat or a tussle is often pleasing. Suspense or anticipation is thrilling. These reactions result from drives deeply rooted in man. They are rather infantile and primitive, but that does not lessen their frequent desirability or take away their usefulness in this drudgery-ridden world. These behaviors are no more to be condemned than the play of children. As such, these simple pleasures would scarcely cause a problem; they become one only when such activity is entirely substituted for playing.

Satisfaction also comes as a feeling of success or mastery when a member of a group or the whole group, to which one has attached oneself, is victorious. To be a member of Wampus College, to be elated at a Wampus College victory, and to boast of this victory, even though having made no contribution to it, illustrates this kind of spectator sports. To be an American, to wish for the success of John Smith's efforts to win an Olympic race, to cheer oneself hoarse, and to feel elation at John Smith's success, because John Smith is a member of the American Team, is another familiar situation. It makes little difference whether the performer is known or even liked, so long as he or she is from *my* college, *my* fraternity, *my* club, *my* home town, *my* country, *my* race. It brings pride as though the achievement had been a personal one.* Such satisfaction, because it can be so powerful, and because it can be acquired with so little effort, is often wholly substituted for the satisfaction of self-effort and self-contribution. One of the chief dangers of spectator sports lies in this very tendency.

Success Takes on New Meaning

Another danger lies in the fact that vicarious living, the satisfaction from imaginary success, can be of no good to a truly democratic society. It is based on fictitious superiority, at the expense

* This is not to be confused with the complete identification of a spectator with a single player because of a thwarted desire for achievement. This type belongs in the realm of the abnormal. Nor is it to be confused with the joy gained solely through seeing a particular player happy. Pride in, and the desire to "crow about," another's achievement comes with a close bond between the player and the onlooker.

of another's humility and discomfiture, and blindly disregards the contributions of others which made the success possible. Its chief contribution to society is to perpetuate the "dog-eat-dog" philosophy of the "rugged individualists," a philosophy wholly inadequate in bringing about good for the whole of modern society. It is a manifestation of our primitive and barbarically acquisitive urge at its worst.

If success is to be applauded, it must be judged in terms of native ability and not in terms of another's weakness. If cheering is in order, it must be for well executed performances, regardless of the team membership of the performers, and it must be given spontaneously, not as a result of directed mob psychology. If praise is to be given, it must be to all who aided in the success, even though they be the losers; for without the contribution of the losers we could have no winners.

It seems safe to say that sensory satisfaction and vicarious satisfaction through self-identification are the commonest forms of spectator behavior. Another type, however, exists, one that not only makes for the best kind of growth, but which also is compatible with our social goal. This is appreciation of the art of the thing one sees or experiences. To perceive and to get an emotional reaction from graceful bodily movement, nimbleness of foot, and power as expressed in play is to catch the art of sports.

Such appreciation is comparable to, and every bit as elevating as that for a symphony of Tschaikowski, a painting by Raphael, a dance by Pavlova or a poem by Byron. It is the stuff out of which the art of living is composed, and may well become the stimulus for creative activity, whether in sport, drama, music, sculpture or other arts. We must teach our youth this kind of spectatorship which is active participation with aesthetic and emotional values that are as important to mankind as those derived by the player.

What Makes Playing Worth While?

Many advocate indiscriminate substitution of player participation for all spectator participation on the assumption that the former types of activities are better than the latter. So far, we have seen that some types of spectatorship are highly desirable. We have also seen that to be worth while, an activity, whether of a player or a spectator nature, must be the kind which will aid in the development of society. If this is true, before we can recommend substituting playing for watching, we must see under what conditions playing is worth while. Four major conditions must be satisfied.

The activity must be desired, and therefore joyous. As a matter of fact, the feeling of joy brings about the same physiological changes in man as does engaging in vigorous neuromuscular activity. Blood supply stored in the trunk is led to the surface of the body and the blood vessels in the muscles are extended. With big muscle activity plus joy, the effect for the good on the individual is tremendous and can hardly be duplicated. The source of this feeling of joy is twofold—the native hunger to be active, and the play spirit, that is, losing oneself completely in the activity. On the other hand, when tennis or football or any other sport becomes a bore or drudgery, it not only loses all of its healthful values, but may even becomes injurious.

Joy also demands enough ability so that the achievement approximates one's expected standard. If one has a high artistic appreciation of tennis playing (or sculpture), to produce tennis (or sculpture) of a grade much inferior to one's standard is unsatisfying. For this reason, physical education in school should be primarily for instruction, not merely for recreation in the narrower sense.

In addition the activity must bring with it the acquisition of certain kinds of social and emotional behaviors. Playing to win at all costs, playing as though the game or its results were life and death matters, using hatred or grudges as stimuli for more vigorous efforts—all these are detrimental to the development of a democratic society. Conquest is desirable and even necessary, but not that which is gained through the abasement and disgrace of others. Mastery, as the drive for continued effort, we must have, but it must be mastery over oneself or over the forces of nature.

Playing must also result in an increasing command, understanding and appreciation of the neuro-muscular skills and strategies involved. Unless these skills and their appreciation are acquired at an early age, they may be lost forever. Furthermore, the acquisition of skills makes for a more intelligent spectatorship.

Finally, playing must have healthful values. It must satisfy the needs of the individual, and needs differ. Too much is injurious and too little may leave no effects. Playing must be done in proper

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

After the rehearsals for position come others for lines, business and voice.

In this issue Mr. Knapp deals with the subject of rehearsals for lines, stage business and voice—all vitally essential to the success of a play. In the next number he will discuss rehearsals for sincerity. This will be followed by articles on make-up and costuming, and suggestions will be offered for stage lighting and settings. The final articles of the series will take up the dress rehearsal and performance.

WHEN POSITION rehearsals are over, the actors should learn their lines just as rapidly and thoroughly as possible. This often requires rather severe insistence on the part of the director. A date should be set for the rehearsal of each act without manuscripts. Four days are usually ample for memorizing an act. On the date set for rehearsal without scripts, the director collects them before the rehearsal and does not return them until the rehearsal is over. Some actor usually insists that he doesn't know his lines. He should be advised to get on the stage and try it and be told that the prompter will prompt him. The prompter may be obliged to prompt every line, a process trying to the patience of all concerned, but that actor is rather certain to know his lines at the next rehearsal.

The lines should be given as written in the manuscript. In modern plays some very slight change in wording or phrasing might be permissible, but the director should insist that the lines be given as written by the playwright. The actor with enough imagination to "make up" his lines should write his own plays, not ruin some one else's play!

Some actors memorize easily, some with difficulty. Memorizing is a habit which improves with practice. It is usually better to memorize by scenes, rather than by lines or speeches. For two actors to work together outside of rehearsals, one cuing the other, is not only effective in memorizing, but gives practice in "picking up" cues.

"Stage business' is a theatre term referring to any action performed upon the stage, such as the removal of a hat, the opening of a package, a love scene or a shooting. All business must be rehearsed thoroughly and carefully. Some business can be rehearsed while the lines are being learned. Most of it, however, must be delayed until the actors can work without their manuscripts. It is quite difficult to open a safe or propose to a lady with a book in one's hand and one's eyes on the script!

Business which involves the use of "hand properties," such as canes, eyeglasses, packages, cards, or gloves, should be rehearsed *with the properties* as soon as the lines are learned.

The writer has found it wise in rehearsing love scenes with amateurs to hold private rehearsals with the two principals before rehearsing the scene before the rest of the cast. The scene is then rehearsed at each regular rehearsal just as thoroughly and matter-of-factly as any other scene in the act.

If the scene involves the use of hats, wraps, and gloves, rehearse with them. Many an actor has worked through a drawing room scene with his hat on because in the excitement of entering he had forgotten to take it off!

If a shot is fired on the stage, a stage hand planted in the wings with an extra pistol containing a blank cartridge may save an embarrassing moment if the gun on the stage refuses to go off. A shot off stage can not be told from a shot on the stage.

Eating and drinking scenes should be carefully rehearsed and timed. A mouthful of food hampers diction, so eating is often merely a matter of clever faking.

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Photo by Doris Day

Hikeward-Ho!

By DOROTHY DEMING

TO SOME PEOPLE a mountain means just one thing—a summit to which to hike! Others prefer to hike over fields, woods or along stretches of sandy beach. Hiking can be the best sport in the world or the most dismal. It all depends how you do it. There are rules to this as to every game and sticking to the rules makes the game a lot more fun.

The Equipment

If you are going on a long hike in unfamiliar country, make up a group of at least three hikers and be sure some one at home knows where you are going. Wear loose, light clothing and take a warm sweater or short coat. It may be "perfectly broiling" when you start off and a sweater seems as unnecessary as a fur coat, but summer weather is changeable and a sudden thunderstorm may cool the air fifteen degrees to say nothing of drenching the overheated hiker. Anyone who has puffed and perspired to the top of a mountain knows the cold, piercing winds which sweep continually over such heights. The sweater may be carried in a knapsack along with lunch and first aid kit, or it can be rolled and tied around the waist by the sleeves. The first method is better as it leaves the arms and body free.

There is nothing more important to a happy hike than shoes. They are truly at the bottom of the hiker's enjoyment. Wrong shoes can spoil the sunniest day, the best view, the most congenial crowd.

Real mountaineers wear high hob-nailed boots and if your hike takes you over stony ground, you too will need shoes with stiff, strong soles and ankle support. For ordinary hiking, low-heeled sport shoe or rubber-soled shoe of any kind is comfortable. High heels, very new shoes or very worn ones and thin, soft soles will hurt after a few miles and be torture by nightfall. Many hikers wear woolen socks.

A compass, or the knowledge of how to tell direction by natural signs, a pocket knife, a canteen of water if you are walking where springs have not been posted for purity (otherwise a cup will do), a first aid kit and plenty of pep complete the equipment you need for a good hike!

The first aid kit—the Boy and Girl Scout kits are recommended—should contain a fresh gauze bandage (1½ inch wide), a roll of adhesive tape (1 inch wide) two gauze compresses in a sterile wax container, iodine or iodine swabs, cotton applicators, a little salt for bee stings, a small piece of laundry soap, safety pins and a large, clean handkerchief which can be a sling or a bandage as needed.

Common Mishaps

Perhaps the most common mishap on a hike is a sprained or strained ankle, or wrist. If this accident occurs and the skin is not broken, apply cold water. The whole foot may be plunged in and out of a cold stream for a few minutes. Strap the ankle firmly, but not too tightly, as the ankle will swell and circulation must not be stopped. Do not wind the adhesive around and around, but use a firm bandage fastened with adhesive. It is best not to continue the walk if the ankle is painful. Indeed, the injured hiker may have to be carried in the armchair position between two hikers to the nearest highway for a ride home. This is one reason why no less than three people should go on a hike.

If after a fall the hiker is unable to move a limb or is in great pain—*do not move him*! Let one hiker remain with him, and the other, after noting carefully the place they are in, go for help.

If the skin is scratched slightly, let it bleed a little, then paint with iodine. If the cut is deep, do not let it bleed too much, but apply one or two of the sterile compresses, being careful not to touch the clean surface with your fingers, then bandage firmly. The hiker should rest until all bleeding has stopped.

Blisters will come in spite of care. Do not let the skin break. Cover with adhesive and try to relieve the pressure causing the blister. A wrinkled or darned stocking may do it, but a badly fitting shoe is the usual cause. On a long hike it may be necessary to cut away the shoe at the point of pressure. Talcum powder in the shoes before starting helps to prevent this trouble.

Bee stings! A frequent uncomfortable experience, but not very serious if there are not more than three or four stings. Make a paste by adding a very few drops of water to salt and spread on the stings.

Snake bites: Hikers should not venture into snake-infested country without carrying antivenin and having some one along who knows how to use it.

Poison ivy, poison oak or sumac is a vine or shrub which grows abundantly in fields, woods, along fences and walls and up trees. It has dark green leaves in groups of three, has a greenish flower and white waxy berries later in the season. Every hiker should recognize this plant at once and keep away. If he touches it accidentally, wash the skin at once in a lather of laundry soap. A far better preventive than the soap, is to wash the skin before and after the hike with five per cent iron chloride in a mixture of alcohol and water. We know more about preventing ivy poisoning than formerly, and there are other good methods.

Sunburn, especially the first burn of the season can be very painful and make one actually sick as from a fire burn. A soft hat with a brim may help, but the best protection is to oil the face, neck and arms with vaseline or cold cream before starting on a hike and returning.

The hiker's lunch should be easy to carry, easy to prepare, easy to digest! Sandwiches, fruit, sweet chocolate, water, milk from home or a soft drink may be carried. If a hot drink is wanted, canned soup is much easier to prepare than cocoa or coffee and far more nourishing than coffee or tea. On an all-day hike, carry enough food for two lunches—a generous one at 11:30 and a light one at 3:30 and on getting home at night eat a moderate supper. Your stomach muscles are tired too!

The good hiker is a safe hiker. He does not build fires and leave them smoldering, he does not go through pasture gates or bars and leave them open, he respects other people's property,he drinks only water he knows is pure and he comes home at night with bones and skin intact, refreshed by the best and cheapest sport in the world—hiking!

October days are summoning out of doors those, and they are legion, who find in hiking a source of delight. In this article, which originally appeared in *Safety Education* for June, Miss Deming tells hikers how they may be happy, comfortable and safe when taking to the "open road"!

Party Suggestions for Hallowe'en

Unconventionality is the keynote of Hallowe'en. So your party must be "different."

Because it precedes All Saints' Day, the last night of October is known as All Hallow Even, or Hallowe'en. It has been nicknamed Nutcrack Night, and Snapapple Night. Originally inspired by serious religious convictions, this holiday has been progressively lightened, secularized and jollified until it is now the most frivolous and sportive of all the year's festivals.

Hallowe'en — that gay and care-free time when all formality is thrown to the winds —will be with us soon! Here are suggestions for a party in celebration of the occasion taken from a bulletin issued by the Reading, Pennsylvania, Department of Playgrounds and Recreation.

As the guests arrive they find various decorations appropriate to the occasion that serve a number of purposes. One of these is the important one of matching partners.

Matching Partners

A large yellow moon is pinned on a curtain or drapery. On it the hostess has pinned the "heart" of every man present, these masculine hearts being black and bearing their owner's initials in yellow chalk. Each girl is provided with a yellow witch. Blindfolded, each in turn goes to the moon and pins her witch on some man's heart or as near some heart as she can. That heart and the girl's witch are then taken off the curtain and the rest of the girls try their luck at pinning down men's hearts.

A large double paper pumpkin is suspended in the doorway. Through the mouth of the pumpkin face half as many strings are drawn as there are people present, so that half of each string will be on one side and half on the other. When the time for choosing partners has arrived, each man takes hold of a string on one side, and each girl takes one on the other side. A signal from the leader is given and all pull down, tearing the pumpkin, then straightening out their strings without letting go to find out who has the other end. The "ends" become partners.

As each guest enters the party he is given a small piece of hard finished paper, black ink and a blunt pen. He is told to sign his name on the slip boldly and then fold the slip without blotting it. This produces "ghost signatures." When it is time for choosing partners, the boys' names are given to the girls and the girls' to the boys. They hunt one another and become partners.

Games

Lucky Spots — The leader secretly picks out three or four "lucky" and an equal number of "unlucky" spots about the room. He makes a list for his own use. He announces that when the music starts, everyone in the room with a partner will be requested to start moving about. When the music stops everyone is to stop instantly where he is. A secret lucky spot in the room will be announced and the couple standing near it will receive a prize. After the first lucky spot has been found the game goes on. Everyone must find a new partner, and the next time the music stops an unlucky spot will be announced. The couple standing nearest must perform a forfeit following the game.

Suggested forfeits as follows:

Show how a dude walks when passing a young lady.

Pose as if having a photograph taken.

Blindfold two players and tie a napkin around the neck of each. Give each a banana which he is to peel and feed to his

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partner. Two players, blindfolded, are started from opposite ends of the room and told to meet and shake hands.

Seat a couple at a table, bring in a dish of ice cream or other food, and two spoons tied together with a six inch string, with which they feed each other.

Tie a wrapped piece of candy or a dried prune in the center of a string. Two players race to chew the string toward the center.

(This is a good game to be played either before or after unmasking.)

Progressive Fortunes—Each guest is given a piece of paper at the top of which he writes his name, folding it over so that it cannot be read by his neighbor to whom he passes his paper. When all slips of paper have been passed to right hand neighbors, the guests are asked to write out a four word description of the owner's past life, fold it over and pass it on. Next comes a four word description of the owner's wife, sweetheart or husband. Next, four words on what they think of each other. Finally, what their future will be. They are read at refreshment time, but not by their owners

Hallowe'en Illustrations—Provide each contestant with a pencil and paper. Turn off the lights and announce that each person is to make an illustration appropriate to the Hallowe'en season. The drawings may feature ghosts, witches, black cats, Jack O'Lanterns, goblins and the like. In addition to drawing a suitable illustration in the dark each person must label his drawings. The lights are then turned on and the illustrations are put on exhibition. The one which in the judgment of the group is best is adjudged the winner. The winner must tell a gruesome tale illustrated by his particular picture.

Spook Seat—Players are seated in a close circle with one vacant seat and one player "it" in the center. The object of the game is for "it" to occupy the vacant chair. The players try to prevent this by sliding around the circle from right to left. This keeps the empty chair moving rapidly around the circle. The player who permits "it" to obtain the seat, takes his place.

Broom Relay—The group is divided into equal files. The first person in each line is given a broom and a small pumpkin. On the signal to start, the first person sweeps the pumpkin up around a given point and back to number two. Number two does the same, and so on. The file finishing first wins.

Witchs' Apple Stew—Divide the players into groups of four, numbering each group 1-2-3-4. At a given signal, Number 1 pares the entire apple; Number 2 cuts it into four slices; Number 3 cuts out the core; Number 4 eats the apple and whistles "Yankee Doodle" to show that his group is finished.

Finding the Witch—Make a small witch by dressing up a tiny doll, or it may be made of a roll of cloth on which a funny face is drawn. Players stand in a circle, facing in, hands behind them. "It" stands in the center of the circle with a stick. The witch is passed from one person to the next all players making passing motions to confuse "it." When "it" raps on the floor with the stick, the passing stops and he guesses who has the witch. If the guess is correct that one becomes "it"; if not, the passing continues and the other guesses are made.

Jolly Witches—Tune: "Old Zip Coon," or "Turkey in the Straw."

Jolly are the witches who live by the hill
Their campfire burns with a right good will
Snakes in the grasses, and frogs in the pond
Witches step forward, and the goblins turn around.

Players form double circle with partners. All sing and march in circle to the right with the goblins on the inside. Repeat the song while boys reverse the direction. At the end of the second verse, each boy gets new partner and the entire play is repeated.

Stunts

Casting for a Mate—Two boards (similar to peg boards) should be arranged, one for the boys and one for the girls. The same number of hooks as the number of couples present are screwed on both boards, about eight inches apart. On the boys' board, pasted under every hook, is a collection of pretty girls cut from magazines with here and there an old maid such as can be found on comic valentines or cartoons. The girls' board holds a display of handsome young men with a sprinkling of clowns, grouches and other humorous men's heads which the comic strips can supply. The idea of the game is to have each person toss a jar ring on the hooks to indicate the general nature of his or her future mate. Of course the type of head under the hook on which a particular jar ring is tossed is the indicator.

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Stunt Pumpkin—To the back of a small orange colored, pumpkin shaped card, attach as many white leaves of the same shape as there are guests, each leaf bearing some stunt that is to be performed. This is passed about from one person to another, each tearing off the back leaf without looking at the writing. When every player has a leaf the leader calls on each one in turn to read the suggested stunt and to perform it. The following can be used:

Impersonate a man disappointed in love.

Sing "Little Jack Horner," making up the tune.

Stand on one foot and bow to each of the opposite sex present.

Hoot like an owl and bark like a dog alternately until told to stop.

Recite "Mary Had a Little Lamb" meowing like a cat after every third word.

Pantomime a man trying to keep awake in church.

Make faces at the most dignified person present.

Say "Hallowe'en" in six different tones of voice.

Tell how you murdered a man.

The Witch's Ball—Unwind a ball of yarn or twine and tie at every two feet a paper on which is written a witch's warning. Rewind, adding extra yarn so the papers do not show. The leader tosses the ball to some guest who unwinds the ball until the first slip is reached, takes it out and throws the ball to someone else. This is continued until each person has a paper. They are then read aloud. Warnings like the following should be used:

Never get married on the thirty-second day of the month.

Don't kill yourself in the dark of the moon—it's fatal.

You will soon be dead—dead in love.

You will die young—at the age of eighty-three.

Don't get too near the clock—it may strike.

It is unlucky to drown on Friday the thirteenth.

You will shine in society—if you keep your shoes blacked.

You can climb high in life—if you use a ladder.

Don't cultivate a taking way—your friends may miss things.

If you must be a thief—steal kisses.

Table Decorations

Pumpkin Fruit Basket—A large pumpkin is hollowed out and a handle made of wire wrapped with crepe paper, and thrust into the pumpkin. A large orange ribbon bow gives the finishing touch. The pumpkin is filled with all sorts of brightly-hued fruits, enough for each person at the table. Around each piece of fruit is tied an orange or black string which leads to each person's plate. At the other end is pasted a small cardboard pumpkin under which is attached a fortune for each person.

Pirate Ship—A large mirror is used as the water, with the edge concealed by autumn leaves and grasses. The ship can be made of an oblong pan with black sails upon which skulls and crossbones can be painted in white. It should fly a black flag containing the same symbol. Tiny skeletons, which can be purchased, man this ship, and on the bow an old witch riding a broomstick guides it. The broomstick can be made by using a pencil and some broom bristles which are wound about one end. Old witches can be cut of black paper and pasted on the pencil. The cargo is made of objects typifying each person. A black string is laid from each object to the witches, described above, which stand at each place.

Refreshments

Jack-O'-Lantern Salad—Hollow out red apples, keeping shells intact. Mix apple pulp with finely cut celery and chopped nuts, (preferably chestnuts); add salad dressing; fill shells with this mixture and top with whipped cream. Stick on currant eyes with pieces of toothpicks, cut out a portion of the skin, showing white beneath for mouth.

Spook Salad—Stand upright on a ring of pineapple on lettuce leaves, half of a banana cut crosswise. Add a head of marshmallow having eyes, nose and mouth of melted chocolate, fastening it on with toothpicks. Run toothpicks through strips of marshmallow, cut with sharp scissors and stick on for extended arms. Heap little mounds of salad dressing and whipped cream on the pineapple.

Little Goblins—Cut off an end of a hard boiled egg so it will stand upright. Cut off the other end for a cap, scoop out the yolk, mix with chopped pickles and salad dressing. Refill the egg and use pieces of pickles for features. Parsley laid over the top of the egg with the "cap" placed on top will serve as hair.

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Recreation and Recovery

The social significance of the National Recovery Administration and its implications for the leisure-time movement.

THE ONWARD sweep of the nation into a new era is best seen now in the acceptance and operation of the National Recovery Administration, popularly known as the NRA. The immediate objective of this government sponsored NRA is to get men back to work—back to work on a minimum wage and maximum hour basis.

Aside from the economic aspect of this means to recovery, the social significance lies in the new leisure automatically made available to millions of workers.

It is a stirring realization that one legislative act sets in motion a movement to insure work and at the same time to insure leisure. The economic aspect of the act gives opportunity for earning a living; the social aspect provides the time for building a life. The former emphasizes minimum wages and maximum hours; the latter should emphasis maximum life at minimum cost.

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MARVIN H. McINTYRE

Speakers and writers interpreting the NRA have been quick to recognize the two aspects. Marvin Hunter McIntyre, secretary to President Roosevelt, speaking in an interview with W. Scott Radeker from Station WWNC at Asheville, September 3, said: "The operation of the New Deal, while it will give added employment to millions of Americans, will also increase the leisure time of Americans as a whole. Leisure time, rightly used, can be one of the greatest assets in the world in the development of any community. Leisure time directed along cultural lines can be one of the greatest forces in the advancement of the human race."

A recent editorial in the *New York Times,* under the caption "A Corollary of the Codes," stressed the provision for recreation as being an essential corollary of recovery.

Several have pointed out that a national movement operated to bring about the social objective is already in the field under the banner of the National Recreation Association and has been doing effective work for over a quarter of a century preparing for the day that is now here.

The Two NRA's

Dr. John H. Finley, Associate Editor of the *New York Times,* in a a radio address on August 15 over a nation-wide network of the National Broadcasting Company, pointed out the coincidence of the two movements having the same initials, NRA. Dr. Finley said: "It is a coincidence which others must have noticed that the National Recovery Administration and the National Recreation Association have the same initials. They are both NRA movements in that they both have a national construction and

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Hot Weather Recreation for Adults

An effort to meet the needs of older groups for a well-rounded summer recreation program.

By CHARLES J. STOREY
New York City

Last summer in New York City, a recreation program designed to provide leisure time opportunities for adults was initiated when the State Education Department of New York authorized the formation of a recreation unit at Greenwich House. Here workers supplied by the State, using the facilities of the House, inaugurated a program the latter part of May. Mr. Storey, who served as the director of the program, in this article describes the experiment.

WHAT ADULTS will do with the much heralded leisure is still unknown even to those who have considered the question. And it is doubtful if much serious effort has even been given to the creation of a well-rounded summer recreation program for older groups. It has generally been taken for granted that adults, even in cities, find a multitude of summer activities for themselves and need not attend any organized groups or classes—even if such were available.

The Activities

We know now, however, from the experiment conducted at Greenwich House, that even in the torrid evenings of this last summer fifty or sixty men and women would attend the drawing and painting class; forty gather together for a tap dancing lesson; dramatic groups meet in three or four parts of the House, and in the gymnasium a strenuous group of fencers would be found.

As may have been suspected, on account of the locality, the art class for adults which met afternoons and evenings three times a week grew larger every session. The evening class being the largest, the dining room was pressed into service as well as one of the other rooms. One feature of this class was the criticism by the instructor of the paintings and sketches made outside of the class room by the students.

The program was built up as the work progressed. As a need arose, it was met. The evening fencing club was formed at the request of some twenty young men who expressed a desire for this sport. The evening tap dancing class was the result of numerous requests for that form of recreation. We were willing to inaugurate new groups as the need arose. The fencing club was only organized in August. The adult dancing group first met the last week of July. We were finding opportunities. We had to because of the meagre experience in providing summer recreation for older groups.

Music. The facilities of the Greenwich House Music School at 46 Barrow Street were at our disposal, and the glee club met there every Tuesday evening throughout the summer. One of the staff, a musician, was responsible for the organization of the group and obtained music for it. A volunteer leader, as enthusiastic as the rest of the club, directed them. The registration was thirty-five adults with an average attendance of twenty-eight. The club had its premier in August at a musical evening.

Home Making. A home making class for mothers and housewives of the Village was operated on very non-academic lines. We wanted to make it recreational as much as possible, and so one of the first meetings was a tea in the lovely garden of the Music School. Pupils of the summer school furnished a short musical program. It was announced that we wanted each woman to turn in

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her choicest receipt which would be tested before the group with the aim of gathering them all together in a little booklet. The Greenwich Village Cook Book, at the end of the season.

Social Evenings and Dances. All activities centered in Greenwich House but not all were held there. Cooperation with and help for neighborhood recreational agencies was one of our tenets. The Park Department, through Mr. Mulholland, Supervisor of Recreation, turned the pier at the foot of Barrow Street over to Greenwich House on Friday evenings and the Knickerbocker Dance Orchestra of unemployed musicians furnished lively and much appreciated music. We supplied two or more supervisors a night and, although it is admittedly difficult to operate free public dances, no troubles of any kind were experienced. From 2,000 to 3,500 young people, and older ones too, danced once a week to the music of a really well directed fifteen-piece dance orchestra.

On Tuesday evenings the large forty-piece concert band, also of unemployed musicians, furnished by the State Education Department, played excellent music on the Barrow Street Recreation Pier to record crowds. In August permission was finally received from the Musicians' Union to have one band of thirty unemployed musicians play in Washington Square. We received permission from the Park Department and, as on the Pier, had our own workers supervise the concerts. The dance orchestra also provided music on the roof at the Wednesday evening social gatherings which were held all summer. A play was given by the dramatic group on one of these occasions. On another evening a radio artist gave a short program of humorous monologues. From 250 to over 350 young people enjoyed the dances and entertainments.

All the music, which was excellent in character and leadership, was supplied by the music division of the State Education Department and the musicians were all unemployed men who had this opportunity to receive State work relief for the summer.

A Block Recreation Project. Although not strictly concerned with adults, the block recreation work was an integral part of the program. It was an activity outside of the House. Boys and young men were informally organized on the street and, where possible, games and sports were undertaken. In June blocks on West 13th Street, Waverly Place, Bank Street, Washington Place and Sullivan Street were secured as play streets. Lines were marked on the pavement with paint for paddle tennis courts, hop-scotch, and shuffle board.

Unfortunately, owing to the complaints of some residents to Greenwich House and the Police Department, all but Waverly Place and Thompson Street were forced to close before the middle of July. However, two vacant lots on West Houston Street near Sixth

As in all well-planned programs of recreation for adults, music occupied an important place.

Courtesy Extension Department, Milwaukee Public Schools

Avenue were used as playgrounds through an arrangement with the Crime Prevention Bureau, which immediately asked Greenwich House to operate it. This we did for the rest of the season, putting on a program of small-space athletics for boys. This included high and broad jumping, sprints and handball. The construction of jumping pits and clearing up of the lot was done by the boys themselves under the Supervisor of Block Recreation and his aids. Picks and shovels were supplied by the Sanitation Department.

This block recreation program was designed for more than the summer. The goal is the organization in the fall and winter of the already organized group of boys into informal clubs. The total attendance on the four areas of 12,055 for the ten weeks should show how many unattached boys and young men can be effectively reached by that kind of program.

Cooperation With Other Agencies

No community work can be accomplished without cooperation with other neighborhood agencies. This is on the principle that adult recreation services must be for the neighborhood and that a successful program would utilize existing neighborhood groups and facilities.

Community Councils supplied equipment for the operation of the play streets and the vacant lot playgrounds. This equipment included paddle tennis and shuffle boards, balls, bats, paints and brushes for marking play courts on the pavements. Working closely with the supervisor of the Crime Prevention Bureau, the supervisor of block recreation obtained the use of two vacant lots on the south side of West Houston Street from them. Through our efforts another large plot was turned over to the Bureau by the Board of Transportation in July. This we operated as a playground with their cooperation.

Cordial and helpful relations with the captain of this Police Precinct were early established. The captain's advice and suggestions were of great value in our street work, and he helped us in a number of ways including the assignment of men at the pier concerts and dances.

The Park Department through Mr. Mulholland, Supervisor of Recreation, was most helpful. The Barrow Street Recreation Pier was turned over to us two evenings a week with the request that we supervise it. At the request of the Lower West Side Council of Social Agencies and our office, the Park Department had neighborhood bulletin boards installed in four parks in the vicinity and notices of free recreation facilities were posted up.

When we needed the loan or donation of masks and foils for our fencing club, extra tools for the workshop, twenty-five girls' swimming suits, and other equipment, public spirited and generous institutions and individuals were found in the neighborhood to help us out.

Gathering Them In

A good deal of advertising of our work was done by word of mouth, especially among the adult group. The local weekly papers ran weekly stories of the work and announcements of programs. Some events were advertised by posters in stores and at the libraries.

Posters were made announcing the various events and placed on the bulletin boards in the neighborhood parks and Recreation Pier. Announcements of the public recreation facilities in the neighborhood were prepared by us and posted. We were not especially anxious for advertising of our program outside of the neighborhood of Greenwich Village. We had people, however, who were from other parts of the city. The news seemed to spread and some of those who attended the activities of various groups came from as far as the Bronx and Brooklyn. During the summer nearly 600 persons over twenty-one years of age registered for the adult recreation activities. Few of these had ever visited Greenwich House before.

The experiment at Greenwich House was carried on under a plan whereby the New York State Temporary Relief Administration allocated to the State Education Department funds to be used in developing an adult education program. In addition funds were allocated to the Department for the development of a state-wide recreational and leisure-time activities program during the summer of 1933, the purpose of which was two-fold: (1) to provide a "made-work" program for large number of well-trained men and women in urgent need of financial help, and (2) to furnish additional facilities for tens of thousands of unemployed adults and young people. The money was expended in cooperation with local school authorities who in several cities cooperated with local public recreation commissions and other public agencies in planning additional recreation programs to meet community needs.

Man's Chief Mode of Expression

A psychiatrist urges the importance of providing means for the physical expression of man's mental experiences.

Courtesy Recreation Department, Salt Lake City

There should be a wide range of expression including creative and artistic activities

DR. JAMES S. PLANT of the Essex County Juvenile Clinic, a guidance clinic for children, speaking before a group of New Jersey recreation executives, stated that normally man's chief mode of expression is through the motor channels of the muscle tensions. The schools are largely suppressing this normal form of expression through emphasizing a verbal language of communication. School progress is language (in the sense of "words") progress—and verbal language is a cumbersome, inexact, hampering and often ludicrous mode of self-expression. The communications of people—those conveying and requiring the greatest understanding—are non-verbal. Man has for countless generations relied on the psycho-motor tensions as his most facile and best understood means of expression. Dr. Plant illustrated the eloquence of this "language" in reminding the group of their close contacts with the baby, the dog or the horse where not a word is understood. "Education based on a verbalized language damps out this mode of expression." The printed word has greatly tended to deprive us of all the richness of our forms of expression by substituting a verbalized for a "psychomotor tension" form of language. He drew a parallel illustration (to show the substitution of symbolic for real expression) in the game of baseball—showing how it changes as it approaches the densely populated streets from a game of vigorous physical expression to one that has the same concepts but practically no wide-flung body movements.

Dr. Plant made the interesting observation that in his case-studies of the causes of delinquency in children in Essex County, he could count on the fingers of one hand those who had derived the content of their delinquencies from the movies. However, he pointed out that here again are these same symbolizing forces at work—the child having very rich mental experiences without those bodily expressions which should accompany them. That is, the danger in the movies is that they stimulate emotions without allowing expression of them in physical ways. The psychological danger lies in this "splitting" of the feelings from the bodily expressions which should accompany them. Without saying that all people who go to the movies are insane, Dr. Plant did point out that it is precisely this "splitting" process which is one of the outstanding symptoms in some of the most serious forms of mental derangement.

The job of recreation executives, Dr. Plant strongly emphasized, is to bring into lives that have been largely verbalized and symbolized a wide rang of physical expression, not necessarily in games, but in creative activities, in art, music, drama and crafts. Recreation as Child Guidance Clinics are using it looks to changing the personalities of children ("freeing" them as it were) by educating the psychomotor tensions to be the real expression of the emotions and to be really integrated with them.

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Having Fun While They Learn

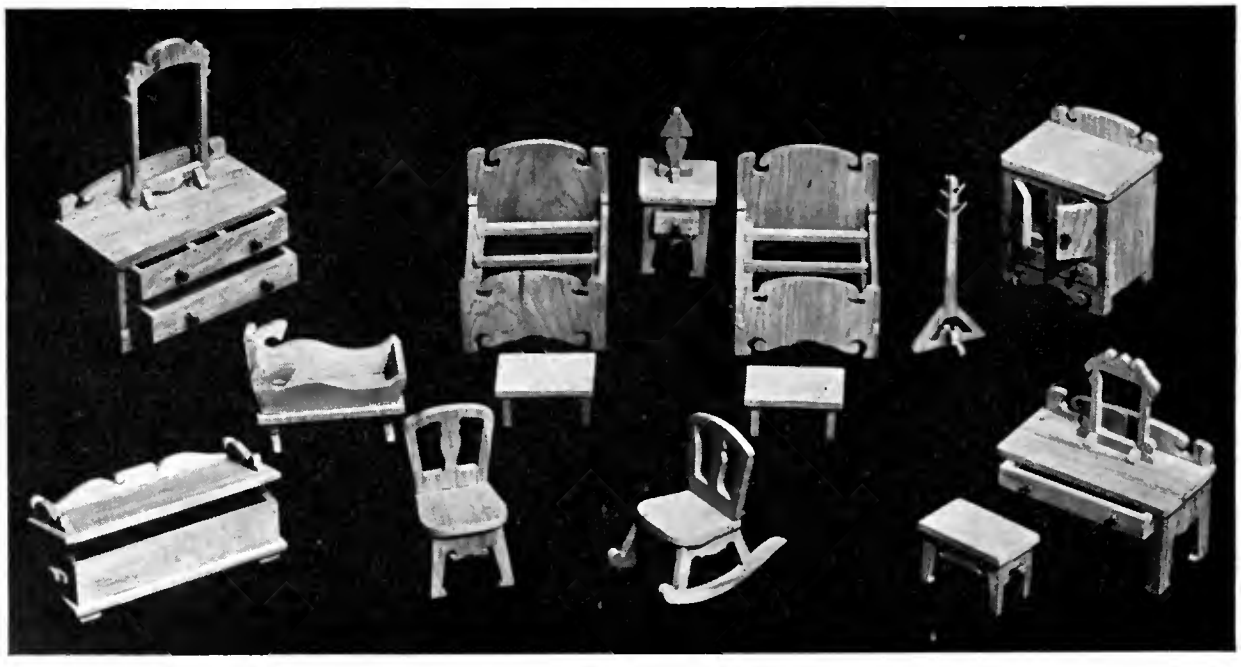
By H. J. HOBBS
Associate Editor
The Home Craftsman Magazine

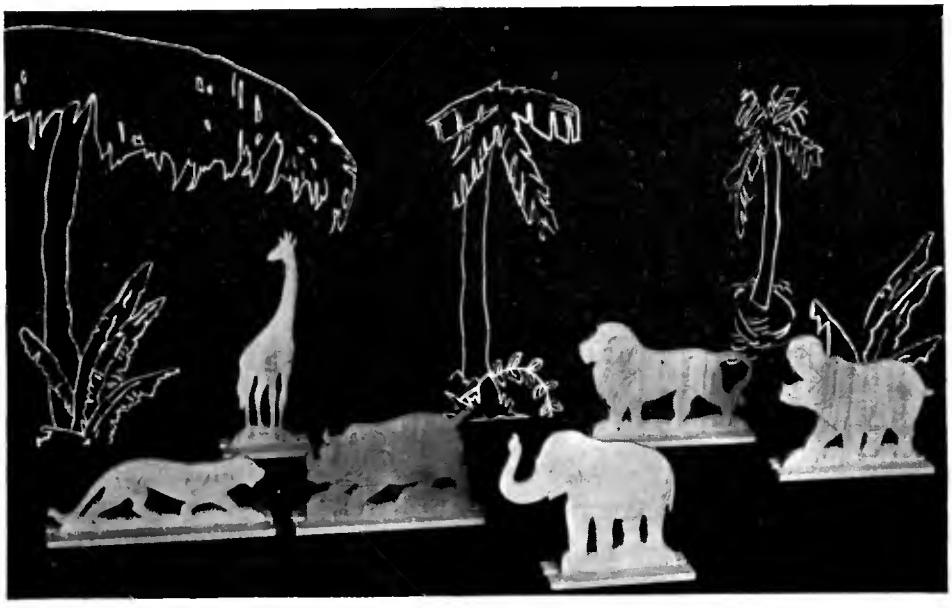
WHEN THE instructor in handcraft sets out to find a suitable woodworking project he has three tests which every project must pass: Will the cost of materials necessary for its construction be low enough to fit a limited appropriation? Does he have the tools and equipment required for every operation the project entails? Is it simple enough for the group to execute? A few such projects will not be difficult to find. Necktie racks, birds, toy wagons and bunnies for silhouetting are most common ones available in magazines and from craftsman supply houses. But the gamut of suitable material is soon run to the end, and the instructor is forced to dust off his Diogenes lamp and begin the search in remote places. Eventually, by constant vigilance over a period of a year, he is able to collect a small number of other projects. Perhaps the reason for the scarcity lies in the fact that the instructors do not as a rule raise their voices above the crowd and ask the editors to "Sing Something Simple."

Though their voices may not yet have been heard, their lamps will now discover in stores where tools are sold a series of projects adequate for playground, camp and school. The series is based soundly upon the knowledge that full size drawings are essential to the beginner. The older method of transferring any curved outline onto the wood before it is sawed out was accomplished by means of graph squares on the large original outline and enlarged graph squares on a large piece of paper. Careful plotting of the points on the larger graph would result in a fair, but in the hands of an amateur, not a successful reproduction. With the projects described in this article no such manoeuvers are called for. The designs are full size. Furthermore they are printed right on the wood. There's no enlarging, no tracing to be done.

Materials and Tools

Scarcely any woodworking project could entail the use of fewer or simpler tools. A small hand scroll saw, a file and a hammer constitute the tool chest, and the accessories include sandpaper, brads and glue. The scroll saw should be equipped with a fine blade in order to perform a





The making of animals is a project appealing to both boys and girls

smoother, more refined job and curtail the sanding. An auger would be helpful in boring a starting hole in areas calling for interior sawing. In such cases, of course, the scroll saw blade must be removed from the frame and passed through the starting hole before it is again clipped to the scroll saw frame. In the absence of an auger for assistance in the starting hole a nail will serve the same end, but it is slightly less convenient to hammer a nail through the wood then remove it.

Number 2-0 sandpaper should be used for final sanding after all rough edges have first been filed evenly and sanded with a coarser paper. Number 22 brads in two sizes are necessary, ⅜" and ½". While it is not essential to have one, a small twist drill for starting the brad hole will prevent any possibility of splitting the wood with the brads. Le Page's glue is recommended for all joints. In gluing, spread a thin application to one of the members of the joint, press the two members together and move them slightly back and forth to spread the glue to the dry member. Then bring them to their proper position and fasten with one or more brads as indicated on each piece of wood by a small dot. These small dots, however, are not to be confused with whole areas of dots demarking waste material.

A Few Projects

The cost of materials is low. A complete set of animals, with most of the domestic and jungle species included and numbering thirty-two in all, costs 25 cents. That price covers six pieces of wood measuring 3/16" x 6" x 12". The outlines of the animals are printed on one side of each piece of wood comprising the set. One animal roughly sawed from the board by the instructor could be designated to each child in the group, or more than one animal if the group is small.

The educational value of having the child familiarize himself with the dominant features of the various animals can hardly be disputed.

While the making of animals suits the temperament of girls as well as boys, another project, the A. E. F., is of special interest to boys. Besides the fun of toying with the soldiers, the distinction between captain, lieutenant and corporal is a piece of general information boys are interested in having.

In order that the girls shall not feel slighted another project — the doll bedroom furniture — has been designed especially. This group is the only one of the sets that require assembling of the pieces. Each piece is keyed or numbered to facilitate the grouping of all members of one piece of furniture. Skill in assembling can be obtained most quickly by completing one entire piece such as the bed before starting a second piece. The girl's instinct for arranging and rearranging furniture is given vent in this particular set.

A final suggestion is an alphabet set—two of them, in fact, one in large letters the other in small characters.

As an additional source of group occupation the various sets may be painted. Ordinary house paint may be employed although enamel will supply a finish capable of withstanding for a longer time the batting about every toy must expect. Water colors are a third choice of finish.

The educational value of the subject matter of these new projects has been mentioned, but noth-

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Too Old to Live

By ERNA D. BUNKE
National Recreation Association

Is it fair to keep them alive, and then to deprive them of the very essence of living?

"RECREATION?" said a superintendent of a home for the aged, with an amused smile," oh, no, our people are all old." (At what age should we stop having recreation?) "What do you want to stir them up for?" said another, "They just want to sit, and they have earned that right." (Do they just want to sit, or do others want it for them?) "We mustn't spend any more of our taxpayers' money," says this man. (But happiness can cost so little.) And, "they don't deserve it," he added. (How many of us do?) "Many of our people," wrote a superintendent, "are getting blind and have other physical infirmities." (Isn't that all the more reason for giving them something else to live for?)

Here's a Church Home. The superintendent was gentle and friendly. One of his first remarks was, "I wish you could show me how to get the men to work. The women do well, but the men are lazy." We talked of recreation. "Do the men play horseshoes?" "Oh, no!" "Do they play croquet?" "No," said the gentlemen with gentle sarcasm, "they don't play croquet, or baseball, or football, and they don't roller skate either." We talked of other things and then tried recreation again.

"Do the men like to play checkers or chess?" "No, they don't play any of those things. Games are sinful. They make for competition and competition causes hatred. The Bible says, 'We should love one another.'" "What *do* they do when they aren't working?" "They read their Bibles. Every man and woman has a Bible and they all have nice rocking chairs on the porch."

Here's another institution. A woman sat on a straight backed chair, with her arms folded. Some one said, "Good morning, how are you this morning?" "Hm!" she replied, without looking up, "Waiting to die!" There wasn't much else for her to do.

Here's an institution where the program was, "Oh, they walk around the house."

We are developing gradually, a finer, more intelligent, more understanding attitude toward our dependent aged people. Many are now being cared for in their own homes by relatives or friends and in neighborhoods where they are known and where they feel at home. A large number, however, are still cared for in the 1,268 federal, state, church, fraternal and private institutions and in the 2,183 almshouses throughout the country. What happens to these people when they go into these institutions? What are their individual needs and desires? Must they, when they enter

a home for the aged, fold their hands and "wait to die?" One man, who has been a superintendent for fifteen years says, "Decidedly not!" Thoughtful care of any aged group provides for their contentment as well as for their food, clothing, and shelter. Many men and women are in institutions for economic reasons only. They are poor, homeless and lonely. Does it seem fair to keep them alive, to provide them with food, warmth, clothing, and then to take away the very essence of living?

Helping to Preserve the Joy of Life

There is an institution in one of the larger cities which is a joy to see. "Our biggest problem," says the woman superintendent, "is when the men and women first come in. They have a feeling that now they are in an old folks home, and that it is 'all over.' But hundreds of them have many fine years ahead of them if we can change this attitude. Dr. Richard C. Cabot has said that every person needs the blessing of God through three channels, responsibility, recreation, affection. That's very true in a place like this. We must make them feel they are still needed and still wanted. We must make them keep a place in life, and make them want to keep it, or life for them is really over."

Here is an illustration of the success of this plan. A man came into the home in a sad and bitter frame of mind. They tried to assign him some duty, to interest him in handcraft, woodwork, painting. He said, "No, I guess not" to everything. One day the superintendent brought in bushel baskets full of old toys which she wanted to have repaired and painted. "Many children are going to be without toys this Christmas," she said, "and if we can get these fixed, we could use them. Will any of you help?" The apathetic man came forward, almost eagerly, and a few days later he ate a hurried lunch and said, "Excuse me, I've got to get back to my painting." Not just something to fill the idle hours of an old man's life, but service.

They have dinner parties in this home every month, when all the men and women whose birthdays occur during the month are the guests of honor. They reminisce, sing songs, make speeches on "when I was a girl" or "when I was a young man." There are birthday cakes and candles, table decorations and paper caps—all planned by a committee of the old people themselves. What difference if they can't all quite hear what is being said? What difference if the ice cream is soft, the decorations not so straight, the voices heart breakingly weak and off tune? This is *their party!* They are in the foreground, honored, people of importance, and they love it. The cost? Just a few cents extra for gayety.

A Board member of another institution reports a most successful party. "A large group of elderly women having their annual party in a fine hotel. It was a pathetic and touching affair. They interested me particularly because of their responsiveness. They giggled at the slightest joke, applauded vigorously, were willing to sing and generally eager to participate."

In one institution for Catholic women, a very old lady, small, frail looking with snow white hair wanted to visit a former neighbor. "May I please go some day next week?" Mother Superior had a little twinkle in her eyes. "Have you been a good girl?" she asked. The other eyes twinkled also, and she smiled and nodded. "If you're sure about that, I guess we can arrange to have you go." The little old lady clapped her hands in delight, as a child might. "We do have the best times," she said. "And they do," added Mother Superior. "They visit over their cup of tea, and many people drop in, and she comes back loaded with plants, a handkerchief, a piece of cake, a new crochet pattern, and for days she talks about this visit."

Other institutions report—

Games—Bridge, five hundred, pinochle, poker (for matches), parchesi, pool, flinch, checkers, dominoes, horseshoes, croquet.

Occupational Therapy — Handcraft programs, based on the abilities and interests of the individual, after careful studies have been made of the vocational and avocational history of the residents. The study plus some imagination seems to have developed many projects in basketry, weaving, bead work, Indian craft, cardboard and paper work, clay modelling, pottery, sewing, and all forms of needle work, toy making, wood craving, whittling and many others. In some cases, the institution has a booth at the County Fair, where articles are exhibited and sold.

Social Entertainment—Going to concerts, plays, movies, church parties, teas at the home of Board members, having holiday dinners, travel talks, Christmas and birthday gifts, strolling to the library, visiting the museum, walking in nearby

(Continued on page 349)

Brazil's First Play Day

By
ANNIE GUTHRIE

TODAY, NOVEMBER 5th, has been an important day for the Y. W. C. A. although only a few will realize the part the Association has played in it. It has been the first "Play Day" ever held in Brazil. That may not sound very important, but if you could have seen thirty-five hundred Brazilian school children playing games in the old Quinta da Boa Vista (Garden of the Beautiful View), if you could have heard their squeals of delight, felt the happy atmosphere, watched the youngsters in circles and groups playing singing games and running games, captain ball or whatnot, or a few straying away to climb up on the big rocks around the lake or to roll down the grassy banks in the sheer joy of living — if you could have seen all of this, you would, I am sure, have been as thrilled as I was!

This play day, with its well organized plan which made the informal program run so smoothly, was under the supervision of the recreation teachers trained by Lois Williams, a member of our staff. Miss Williams' work was so acceptable that this year she was officially appointed head of Physical Education for the grade schools of the Federal District of Rio de Janeiro, with supervision over thirty teachers who are in charge of the recreation work for fifteen thousand children. In addition, Miss Williams has had classes in the Normal School training other teachers who will be available for work next year. There is now a demand from the principals of many schools for teachers who are able to do this type of recreation work.

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Play days have long been a part of the play program of the boys aud girls of California.

Courtesy San Francisco Recreation Commission

A Community Center Camp

Where unemployed boys live out-of doors and are "on their own."

A camp located on a river bank has many alluring forms of recreation to offer.

McKinley Community Center, conducted by the Recreation Department of the Newark, New Jersey, Board of Education, is carrying on an interesting experiment in the establishment of a camp for unemployed boys. Deeply concerned over the lack of play space in the overcrowded section of the first ward of the city in which McKinley Playground is located, L. A. Canarelli, director of the playground, conceived the idea of the camp as a way in which the boys of the community might have the opportunity of living out-of-doors and of being "on their own" for at least a week. Any boy sixteen years of age or over who is a member of the community center is eligible to attend the camp.

The camp, the first of its kind in the Newark playground system, is located just twenty miles outside of the city. The route is over the Orange Mountains through the farming districts of Roseland, Livingston and Caldwell, to East Hanover Neck. The camp is located about a half mile in from the highway on the east bank of the Passaic River.

Camp Ricigliano, named after the president of the McKinley Community Council, has, like most camps, set aims and objectives. Mr. Ricigliano is interested in the welfare of the young men of the community and is always doing his utmost to forward their progress towards better living and good citizenship. It is his belief that the boys, by working out their own problems under the proper leadership, will develop better moral and physical standards. So far this season 238 boys have enjoyed the privilege of spending a week or more at the camp.

The director of the center has placed the government of the camp in the hands of the boys. Each boy has a definite task to perform. They serve as kitchen police, wood choppers, water carriers, ground police and first aid men. An important appointment made for the season was that of chief organizer and chef. This young man was selected by the director because of his experience in camp life and also in the Reforestation Corps.

The food problem was solved in the following way: Through the principal of the school the services of the Red Cross and the Social Service Bureau were enlisted to supply flour. The mothers and friends of the boys have taken it upon themselves to knead the flour into dough which is then baked into bread by one of the neighborhood bakers and sent each day to the camp. Others in the community are helping by sending foodstuffs. Mothers are working in every possible way to aid the camp, and their efforts are playing an important part in its success. The cost per boy per week has proved to be $1.15, or $.16 per day.

Through Lewis R. Barrett, Director of Recreation of the Newark Board of Education, the problem of athletic and social activity has been well taken care of. Baseball, basketball, football, boating, fishing and swimming, as well as numerous quiet games, are enjoyed throughout the day. In the evening storytelling, singing and ukulele playing around the camp fire make up the program. Amateur shows are often staged for the guests. Many activities which the boys participate in during the winter at the center also form part of the program.

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No Civic Boundaries for Music!

An orchestra which grew out of the depression and which will continue when it has passed!

By THOMAS SHEEHAN
Norwood, Massachusetts

WHILE AMPLE opportunity has been given the unemployed in Norwood, Massachusetts, to join classes in physical education, the arts and crafts, business and cultural subjects, the most successful offshoot of this town's Opportunity School has been the formation of a community orchestra of thirty-five talented musicians. The orchestra was popular from the outset, even though its establishment was several weeks behind other courses. It drew an excellent opening enrollment and has steadily increased its ranks since that time. So interested are these players in the orchestra that attendance seldom varies more than one or two.

At first the group was confined to local residents, as were other classes, but in less than a week the news spread to other towns, and several non-residents pleaded for permission to join Since the school is supported by private subscription no objection was seen; the realm of good music has no civic boundaries.

As a result, these lovers of music compose a Philharmonic Orchestra which is destined to become a county project before another year. Recently when the Boston Civic Orchestra concluded its season, six of its members immediately transferred allegiance to Norwood, where rehearsals continued until the end of June.

Few requirements are demanded for admission. A player must have senior high school proficiency, own his instrument, and be faithful in attendance. Meetings are held one evening a week. High school pupils are excluded as they have their own organizations. It was strongly emphasized that the Philharmonic was for adults of any age. At present youngsters and elders are about equally divided.

Although supported by a school for the unemployed no attempt has been made to restrict membership in the orchestra, or in any class offered those out of work. Music seems to bring its followers to a common level. Rich and poor, employed and unemployed, old and young, professional and amateur play side by side, united in their appreciation of a great art. Classics are played at sight and with a sympathy which is astonishing when one considers the diversion of types and their brief term of acquaintance.

Since March the orchestra has played in a junior high school classroom but if membership continues to grow a hall will be needed. This has already been offered by a member who has promised that his remodeled stable, a perfect studio, will be available whenever necessity requires it.

Perhaps there might not be an orchestra at all were it not for the fact that Norwood has as able and competent a teacher as Professor Jean V. Dethier, supervisor of music in the public schools. A graduate of the University of Liege, Belgium, Professor Dethier is a composer in his own right and a director who has had singular success with high school orchestras. When he came to Norwood eight years ago, the senior high school had a unit of about a dozen. Now it has thirty-five, and a second orchestra in the junior high school has twenty-five. It was mainly as a tribute to his work that more than fifty student

(Continued on page 350)

"This is a time of unusually great opportunity as well as need for the cultivation of music as a means of recreation. It is obvious that under the crushing amount of leisure that is on the unemployed, to say nothing of the increasing leisure of many workers, the need for upbuilding recreation is greater than ever and increasingly harmful if denied. Music can at least bring relief from worry, sustain courage and provide people with opportunities to do something interesting."—*A. D. Zanzig.*

World at Play

Gift of 265 Acres Proffered

JOHN D. ROCKEFELLER, JR. has offered the Commissioners of the Palisades Interstate Park about 265 acres of land on top of the Palisades valued in excess of $5,000,000 on the condition that within a reasonable time sufficient funds be obtained to construct a parkway. The project, it is hoped, will be undertaken with money borrowed under the Federal public works plan. It is estimated it would require about $3,500,000 for labor and materials. Governor A. Harry Moore of New Jersey in issuing a statement regarding the gift stated: "The offer made by Mr. John D. Rockefeller, Jr. of a munificent gift to the public, through the agency of the Commissioners of the Palisades Interstate Park would have been notable and impressive in the days of the country's greatest prosperity. It takes an additional significance at this time of economic depression and widespread distress, in that it opens the possibility of a contribution of magnitude toward the government's nation-wide effort for recovery and relief of unemployment."

N. R. A. Worker Interviews Einstein

GEORGE BRADEN western representative of the National Recreation Association, finding himself on the same train with Professor and Mrs. Einstein asked for an opportunity to discuss with him the problem of leisure. Both Professor and Mrs. Einstein were cordial and expressed much interest in the purpose of the National Recreation Association which was stated to them as follows:

> That every child in America shall have a chance to play;
>
> That everybody in America, young or old, shall have an opportunity to find the best and most satisfying use of leisure time.

In answer to the question, "How can we increase the value of leisure," Professor Einstein replied, "You have a wonderful out of door in America, but it is not used enough."

He also said, "People are losing the joy of walking." "More gardening would do much good and it is practical."

Dr. Einstein himself likes his violin; enjoys many short walks; loves flowers, but does not garden; likes much reading. He finds his greatest satisfaction in the study of the Universe.

A Recreation Council in Detroit

TO combat the reduced budgets and staff which are affecting the recreation activities of the city, an Advisory Recreation Council has been formed in Detroit to assist both public and private recreation agencies. The purpose is the coordination of all recreational activities. Plans will be made to give the unemployed outdoor recreation this summer and indoor activities next winter. The first aim of the council is to build up a large group of volunteers who will be trained by the Department of Recreation. Judge Ira W. Jayne is President of the council. Recreation Commissioner C. E. Brewer is Secretary.

Philadelphia's Club for Older Boys

SOME TIME ago the Philadelphia Playgrounds Association initiated an interesting experiment when it helped a group of older boys and young men to organize a club in a section of the city recognized as the most difficult from the point of view of crime. The club is located in an old factory building with a gymnasium on the upper floor, and pool and billiard tables and facilties for quiet games in the basement. One hundred boys became members the first month, paying dues of 25 cents a month. Boys known not able to pay this amount are given membership cards so that all are on the same footing. The group is self-governing, with a board of directors and officers selected by the boys. Activities include informal singing and occasional neighborhood dances for the success of which the boys are given full responsibility. Ten of the patrolmen in this particular police district are members of the club and make it a point to visit with the boys at the center. The boys understand that property destroyed is to be paid for by the members. There has been a distinct improvement in the attitude which the boys have toward their own property

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as well as that of residents in the neighborhood. If one of the boys gets into difficulty, the fact that he is a member of the club usually results in his being referred to Captain McFarland rather than handled through the regular channels of law enforcement.

When the Harmonica Invaded Bulgaria! — A new joy has come into the lives of 3000 of the poorest and most undernourished children of Sofia, Bulgaria since the advent of the little Harmonica Band on the playgrounds of that far away Balkan city. On the three playgrounds set aside by the city, children of working mothers are given an opportunity to take part in a playground program in charge of leaders. Skilled physicians examine the children, many of whom are found to have incipient tuberculosis from undernourishment, poor home conditions and the poverty of their surroundings. In the group are many children of Russian refugees. The children have swimming and bathing pools. They are taught decent standards of living and are carrying into their homes new ideas of cleanliness.

The director of the Foundation playgrounds suggested to an American friend that band concerts are as fascinating to children in Bulgaria, and that $20 would buy a lot of harmonicas. The harmonicas, the best made in Europe, were immediately forthcoming, and under the direction of a skilled leader, the children are enthusiastically learning to play them. And now to the notes of the harmonicas they are marching forward with new strength and buoyancy!

Day Camps in Pittsburgh—The City Council of Pittsburgh, Pennsylvania, last summer granted the Recreation Division $5,200 for the building of day camps in the four principal city parks. These camps accommodated 3,200 children.

Community Centers in Durham—Last March five community centers — three white and two Negro— were opened in Durham, North Carolina, by the City Recreation Department. The centers were located at school buildings and the program, which was carried on during the afternoon and evening, was especially adapted to adults. Each center was located in a section where large numbers of unemployed live. Thirty-five unemployed workers paid by Federal funds were enrolled as leaders and teachers, special training being provided these workers in regular classes. The activities at each center included in addition to gymnasium classes, music, handcraft and drama, hiking clubs, baseball leagues, horseshoe tournaments, nature study clubs and playground games. A feature of one of the centers was a twelve piece community orchestra. At this center sixty adults were enrolled in a nature study club, meeting regularly each week. At another center with the cooperation of local merchants who provided the equipment and material, a cooking school was conducted for Negro women with an attendance of 982 during one month. Emphasis was laid on the preparation of wholesome and inexpensive food. Free moving picture programs were held once a week at all of the centers.

A Song Festival in Los Angeles — After weeks of preparation and rehearsals, hundreds of singers enrolled in the Los Angeles, California, civic choruses presented on June 28th a massed chorus festival at the Greek Theater in Griffith Park. Forty-five hundred free tickets were available for the event which was held under the auspices of the Department of Playground and Recreation.

A New Park For Chattanooga—Mrs. Carrie Blanche Byrd has given to the City of Chattanooga, Tennessee, as a memorial to her husband, Dr. E. H. Byrd, a valuable tract of land of about seven acres within the city limits. The property will be developed for park purposes and will provide recreation facilities for the entire community.

A Volley Ball League For Mothers — St. Louis, Missouri, has a unique organization known as the St. Louis Public School Playground Mothers Circle Volley Ball League. This league is composed of teams from each playground, the members of which are supporters and "boosters" of that particular playground. This year there are 29 major or senior teams and 9 minor or junior teams in the league, a total of 38 teams. Approximately 500 married women register each year for participation.

The "Sportfondsenbad" At Arnhem — On April 29th the official opening of the "Sportfondsenbad" at Arnhem, Holland, took place. In addition to the mayors and other officials from a number of cities, about 800 people were present These for the most part were members who by

paying a certain monthly sum will eventually be stockholders in the swimming pool. Mrs. Esther van Rijk-de Boer, Holland's celebrated and well beloved eighty year old actress, opened the pool by swimming the first length. This was followed by swimming demonstrations and a play staged by the children of a swimming club. The first opening of the movable roof was part of the ceremony. ". . . . A soft zooming of the motors, and in just 130 seconds a closed pool was converted into an open swimming bath."

One School's Recreation Program — The James Whitcomb Riley High School in South Bend, Indiana, is carrying on an unusual program of recreation. Through the clubs which have been promoted about sixty projects of recreational value are in operation varying from horseshoe pitching to forums. Six hundred boys are in the camp cookery club. Membership in the clubs is not compulsory, but of the 1,800 pupils in the school 1,700 are in the clubs which meet during the first forty-five minute period three days a week. The clubs are regularly organized and are carried on by the students. The plan will be used in all the junior and senior high schools in the city next year and the clubs will meet every morning.

A Spring Festival—In a gigantic spring festival arranged by twenty-nine civic organizations of the San Fernando Valley, residents of the North Hollywood, California, district staged a two day program of events at the North Hollywood playground on May 26th and 27th. A hobby and flower show, exhibitions, handcraft displays, pet shows and exhibitions of art and historical pageants, agricultural and home economic projects were features of the festival which also offered a program of band concerts, dancing and motion pictures.

A New Advisory Committee—An interesting development in connection with the West Chicago Park Commissioners is the appointment of

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New Equipment Catalogues Available—*The Fun Ful Playground Equipment Line; Swimming Pool and Beach Equipment.* Both issued by Hill-Standard Company, Anderson, Indiana The company urges upon recreation officials the desirability of ordering playground equipment at an early date.

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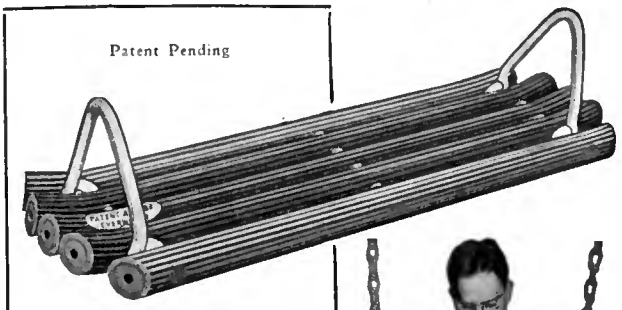

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Camp Life, Summer 1933.
Camp Hazards and Safeguards, by Ben Solomon.

Hygeia, July, 1933.
Safe Swims for Campers, by Phyllis Jackson.
Training for Athletics and Health, by Alfred E. Parker.

The Rotarian, July, 1933.
For Children Must Play, by Weaver Pangburn.

The Scout Executive, June, 1933.
Camping and the Nation's Need, by Arthur A. Schuck.
"What Parents Expect Camp Experiences to Accomplish for Their Sons," by Walter MacPeek.
The Modern Trend in Camping, by K. L. Brown.

Mind and Body, May-June, 1933.
Series of Radio Programs Given by Public School Summer Playgrounds, by Grover W. Mueller.
Handcraft on Playgrounds and Recreation Centers, by John C. Kieffer.

The Library Journal, July, 1933.
The Libraries Meet the Challenge of Leisure.

Colliers, June 24, 1933.
Play in Your Own Back Yard, by Marie Beynon Ray.

The American City, July, 1933.
Neglected Tract Made Beautiful and Useful for $3,000, by Michael M. Chudy.
A Park Planned from a Dump in Dixon Along the Rock River.

The Library Journal, August, 1933.
This issue of the *Journal* contains several interesting articles on hobbies and avocational pursuits.

Parks and Recreation, July-August, 1933.
"Neenah's Parks and Playgrounds."
A Simple Model Airplane.

Parks and Recreation, September, 1933.
Recent Developments in the Milwaukee County Park System, by E. A. Howard.
Lake Park Development at East St. Louis, Ill.
Public Education to the Real Value of Parks and Playgrounds, by John Woodbury Kernan.

Child Welfare, June-July, 1933.
A Community Fit for Children, by Eva Whiting White.

PAMPHLETS

Report of the Playgrounds Association of Philadelphia, 1932.

Memphis Playgrounds' Summer Program, 1933.

The National Park Service of the United States Department of the Interior
Issues a series of attractively illustrated pamphlets on the national parks of the United States.

Annual Report and Review of Activities on Charleston's Playgrounds, Season of 1932.

For Your New Deal in Picnics
Recreation Department of Reading, Pa.

Educational Opportunities of Greater Boston for Working Men and Women, 1933-1934.
Compiled and published by the Prospect Union Educational Exchange, 678 Massachusetts Avenue, Cambridge, Mass. Price $.50.

an Advisory Committee consisting of Dr. Philip L. Seman, General Director of the Jewish People's Institute, Mr. Avery Brundage, President of the Amateur Athletic Union, Bishop Bernard J. Sheil, Mr. Walter P. Powers, and Miss Lea Taylor, Head Resident of Chicago Commons. This committee will work with the Commissioners in making the investment of over $15,000,000 in parks, playgrounds and field houses function more effectively for the free time of Chicago's citizens.

Leisure and the Library—The May 15th issue of *The Library Journal* is devoted to a discussion of Leisure and the Library. Among the articles appearing in this issue are "Can a Library Go Outdoors?" by Hugh Grant Rowell, "A Book Club and Community Interest," by Gladys Judy, "Recreation and the County Library," by Edith M. Childs, and "Books and Leisure," by Leon J. Richardson.

Community Centers Popular in Kansas City—The community centers operated last year by the Board of Education of Kansas City, Missouri, on a pay cost basis created much interest, and there was a sufficient enrollment to pay the cost of this adult recreation project. A total of $7,412 was paid in fees by the adults, and the total attendance at all centers was 99,151. In addition to these pay cost centers, a large number of meetings were held by Boy Scouts, Parent-Teacher Associations, fathers' clubs and similar groups with an attendance of 118,409.

One Way of Raising Funds—Four musical groups of Elgin, Illinois, the bands and orchestras of the high school and the Edward H. Abbott School combined on June 8th in presenting a recital in the high school auditorium, the proceeds of which will be used to help finance the city summer playgrounds. More than 250 student musicians presented a program of classical and semi-classical favorites. A number of local groups cooperated with the Playground Association in promoting the concert.

A Costume Room—The Long Beach, California, Recreation Commission has completed reorganization of its costume room which is playing a large part in the recreation program. A stock room has been created where all costumes in active use are stored on the shelves according to their type and serial numbers. Each time a

A New Committee on Leisure

Grover A. Whalen, New York City Chairman of the President's Emergency Re-employment Campaign, has appointed a committee to study and report on the proper use of the leisure accruing to millions as a result of shorter working hours under the N. R. A. program. The members of the Committee on Use of Leisure Time are Raymond B. Fosdick, Chairman; Morse A. Cartwright, American Association for Adult Education; Professor John Erskine, Julliard Foundation; Professor Elbert Kirtley Fretwell, Columbia University; Howard Braucher, National Recreation Association; Professor Henry Overstreet of City College; Dr. John H. Finley, associate editor of the *New York Times,* and John W. Davis, past president of the American Bar Association.

costume goes back on the shelf it is checked to see that all pieces are attached. Costumes needing repairing or cleansing are segregated.

The costumes are first reserved for the Recreation Commission program and after this need has been met they are made available to any organization or school wishing them. The last stock taking showed that 318 organizations had used the costumes at various times. The costumes are sent out in wooden boxes which are numbered. Every order is accompanied by an invoice showing the costumes and number of pieces being checked out. In this way a person borrowing them has no difficulty in knowing just what has been received.

A New Park For Charlotte — The City of Charlotte, North Carolina, has accepted from Mr. E. C. Griffith the gift of an eighteen acre tract known as Eastover Park. This will be added to the growing park system of the city and developed by relief labor.

The Pattern of Leisure

(Continued from page 314)

art: drawing or sketching or modeling, in the case of the fine arts, and many varieties of musical enjoyment—the reading of music, composition, or improvising, which is the musical equivalent of meditation Avocation, both indoor and outdoor, and recreation, both indoor and outdoor, unfold in an almost unlimited variety of resources—the avocational list including for instance, in fields with which you are well acquainted, fine binding, decorative leather work, illumination, and private printing, and ranging on the outdoor side into gardening, astronomy, dendrology, ornithology, mycology, campanology, and many other greater or lesser ologies.

Turning to the other half of the field, to leisure spent not alone but with companions, the application of the pattern yields still richer results. Without belittling the satisfaction of leisure spent alone, it may still be said that most, though not all, of those types of inactivity or activity which give pleasure when one is alone, give still greater pleasure in companionship.

In the case of inactivity shared with companions, thinking, for instance, becomes conversation, and reading becomes reading aloud. There should be more of this, even in our busy days and evenings. Particular pleasure comes from reading in which different members of a group participate, as in the reading of plays. I cherish the memory, from my college days, of a series of evenings spent by a group of us in the reading of Browning's *The Ring and the Book,* each of us reading on one evening one of the long personalized divisions of that great dramatic poem.

Read This Letter

"When I moved in as Director of Crystal Pool, Glen Echo Park, Maryland, right under my arm I carried your complete Reference Book — Notable Swimming Pools and Guide to Equipment and Supplies.

"This Guide has served me dozens of times already. It is, indeed, the Pool Bible.

"(*Signed*)
"Capt. Edw. H. McCrahon."

NOTE: *Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.*

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Among Our Folks

Mr. Arthur H. Miller, formerly Superintendent of Recreation, Playground and Recreation Association of Wyoming Valley, is now associated with the Los Angeles, California, County Department of Recreation — Camps and Playgrounds serving as Assistant Director. He is doing some special work on the delinquency prevention and recreation project of the department. Mr. Miller has been succeeded at Wilkes-Barre by Miss Ruth Swezey, formerly Superintendent of Recreation for York, Pennsylvania.

Miss Sylvia Weckesser is now Superintendent of Recreation in York, Pennsylvania, succeeding Miss Ruth Swezey.

Mr. R. W. Cammack has become Superintendent of Recreation in Mount Vernon, New York, filling the vacancy caused by the death of the former superintendent, Harold Q. White.

George Hjelte, who for three and a half years has served as Superintendent of Recreation under the Recreation Commission of Westchester County, New York, has resigned his position and will return to Los Angeles to become Superintendent, Department of Playground and Recreation.

Raymond E. Hoyt continues on with the Department of Playground and Recreation as Associate Superintendent with joint responsibility in the general developments of the department and with special responsibility in connection with the Division of Construction and Maintenance. Los Angeles has maintained an enviable reputation in recreation work.

In the case of activity shared, the field is limitless, both for indoor and for outdoor activities. I choose one instance only: the amateur group performance of music; and I offer you a simple and direct statement on this point, which is not my own but is taken from a book which, though strangely enough "o.p.," is one of the finest books I know—a book so fine that if you forget all else I have said and somehow win familiarity with that book I shall be well content. The book is President Charles William Eliot's *The Durable Satisfactions of Life*. In the course of his essay on "The Happy Life" he says:

"To take part in producing harmony, as in part-singing, gives the singers an intense pleasure, which is doubtless partly physical and partly mental. I am told that to play good music at sight, as one of several performers playing different instruments, is as keen a sensuous and intellectual enjoyment as the world affords."

From the point of view of a child,

"The world is so full of a number of things,
I am sure we should all be as happy as kings."

As we put away childishness, we know that things are not merely things after all, but are phases of life; and we know that kings are not often kings in happiness. Yet the underlying attitude of Stevenson's couplet remains right.

The creative spirit which moves through all life is ever widening, ever ennobling the resources of life; and it is ever more possible for us, through acceptance of those resources, through acceptance of that creative spirit, to attain fullness of life.

Don't Cut Out Recreation While Effecting Economy!

(Continued from page 315)

United States today is, at a minimum estimate, some $12,000,000,000. If doubling all formal recreational expenditures would cut the crime bill by even one-tenth, it would be the best investment which any public unit from the federal government to the city ward is making in our day. There is also the human factor of danger, death, suffering and sorrow.

The element of adequate recreational facilities cannot be left out of the picture in any comprehensive program of crime prevention.

NOTE: Used by courtesy of the *New York World-Telegram.*

Los Angeles Trains for Enlarged Leisure

(Continued from page 319)

acting as general program chairman for the Laguna Beach conclave A total of 325 camp leaders attended these conferences.

For a period of years a comprehensive program of training for the professional paid staff of the Los Angeles Department of Playground and Recreation has been carried on under the general supervision of the Supervisor of Playground and Community Center Activities, assisted by other staff members, particularly the Director of Women's and Girls' Activities and the Director of Boys' and Special Activities. This program has resulted in a continuous process of improvement in technique in the leadership of all phases of recreational activity, to which our staff has enthusiastically responded. In addition to this pro-

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gram, the Professional Advancement Committee of the Playground Directors' Association has from time to time made available to the members of the association opportunity for training in such subjects as public speaking and other related fields of interest.

Although it is always very difficult to evaluate results of such projects as those described above, it is interesting to note that a total of 9,146 units of leadership training were given in these various institutes. Placing it in another way, approximately 3,000 individuals received an average of three sessions of leadership training work, better qualifying them for the direction of recreational activities, either in a volunteer or a professional capacity.

Spectator Sports

(Continued from page 322)

doses, according to age, individual differences and sex. Healthful conditions are necessary, including not only sanitation, ventilation, heat, and so on, but also the stadium with its thousands of spectators. Only with emotional balance between players and spectators is playing beneficial. There might better be no sports than sports under a constant and powerful emotional stress and strain

The Spirit of the Game

If a choice between the two must be made, playing is for all these reasons better than looking on. But better still would be an educational program where both the doing and the watching others do were arranged to supplement each other.

Good sports activity as well as good spectator activity can come into existence only when the spirit of play, which is a native heritage of all children, remains in the possession of all individuals. Experiencing living as an art, seeing all of life as an artistic expression, is to make of life a satisfying experience. Since we get satisfaction in life only through our feelings and emotions, the education of the emotions is paramount. Both the spectator way and the activity way—but of the right kind—are excellent means to this end. Finding the right kind for youth is a matter of education for parents and teachers.

How to Produce a Play

(Continued from page 323)

Very little force is used in stage struggles, although to the audience the struggle should appear real. Each movement, push, or blow is cleverely rehearsed, with the actors using a minimum of force. The actors usually need all their breath for the lines that follow the struggle.

How to Produce a Play

- Often it falls to the lot of one with little technical experience to direct a school, club or community play.
- The purpose of a handbook just issued by the National Recreation Association is to make this task easier and the results more certain. "Play Production Made Easy" by Mabel Foote Hobbs makes available a method of production tried and proved over and over again. It offers suggestions on scenery, lighting, costuming and make-up, and contains a number of pantomimes, skits and very short plays.

Price $.50

NATIONAL RECREATION ASSOCIATION
315 FOURTH AVENUE
NEW YORK CITY

A Few Hints

In rehearsing stage business, observe the following suggestions:

Walk lightly. The audience wants to hear your voice, not your feet Use a carpet or ground cloth wherever possible.

Stand up straight. A stage decorated with weeping willows is sad indeed.

Learn to stand still. Avoid shifting or swinging the feet. When on the stage "with nothing to do" (so often heard and never true), stand or sit still, keep in character and react to what the other actors are doing.

Make turns towards the audience unless facing up stage when starting the turn.

Kneel on the down-stage knee.

Stand or sit with the up-stage foot forward. This throws the actor towards the audience and prevents playing to the back drop.

Avoid crossing the feet when starting to walk. Start with the foot which is forward.

THE PUBLISHERS' WEEKLY

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THE representative journal of the bookselling and publishing interests in the United States. Contains full weekly record of American publications — books and pamphlets. Subscription $5 a year, to Canada $7.50, foreign countries $6. Single Numbers 15c.

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• Special emphasis at all times is given to the relation of the community library to community affairs, such as recreation.

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Make gestures and movements natural to perform with either hand with the up-stage hand.

Where possible, avoid "dead exits" by reserving a bit of business or a line to give just before stepping off the stage.

The Voice

While rehearsing for lines and stage business the actors are also working for an effective speaking voice. The voice, to be effective, should be:

1. Loud enough to be heard in the last row without shouting or straining.

Deep breathing controlled by the diaphragm gives power to the voice.

2. Clear enough to be understood in all rows.

Poor enunciation is usually based on laziness or carelessness. Reading aloud, concentrating on sounding vowels, consonants and syllables, is effective in its cure.

3. Colored by the character portrayed.

The voice is colored by a person's age, character, personality, emotion felt, and the conditions under which he is speaking. The actor colors his voice for each part that he plays.

4. Placed properly, avoiding nasal or gutteral tones unless part of the characterization.

The feel of correct placing is evident when saying "No-no, nah-nah, nee-nee, nay-nay." Notice that the sound is brought forward in the mouth, not in the throat or nose.

5. Pitched properly.

A voice pitched too low or too high is unpleasant, but more than that, is partly a monotone and is not effective in expressing thought or emotion.

The actor should work for power (helped by deep breathing from the diaphragm), freedom (relaxation of the body, throat and lower jaw), and control (lips, teeth, cheeks, and tongue).

The director should insist on correct pronunciation, good diction and correct use of the voice The most important thing about a play is its words. If the audience can not hear or understand the actors they might as well go home and stop wasting their time.

Rehearsing for lines, stage business and voice requires thought, concentration, repetition and hard work. The amateur director, accordingly, is cautioned to keep his temper, his sense of humor, and to provide the cast with some recreation or relaxation to offset the hard work necessary.

Party Suggestions for Hallowe'en

(Continued from page 328)

Hallowe'en Faces—Make one-half of sandwich of brown bread, the other of white, thinly sliced. Spread the brown slice with a mixture of peanut butter, chopped raisins and walnuts moistened with salad dressing put on fairly thick. With sharp knife or scissors cut out irregular and odd shaped pieces to form holes for eyes, nose and mouth in the white slice, and place over the brown which shows through the openings. Trim corners to make them round.

Witches Delight—Either make or buy mint patties. On each pattie add features of either carrots or orange "Hallowe'en Candy." The mouth can be made effective if the feature is cut out with a "washboard" cabbage cutter.

NOTE: Interesting suggestions for the observance of Hallowe'en are to be found in a recently published book, "Hallowe'en," by Robert Haven Schauffler. (See page 351).

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Recreation and Recovery

(Continued from page 329)

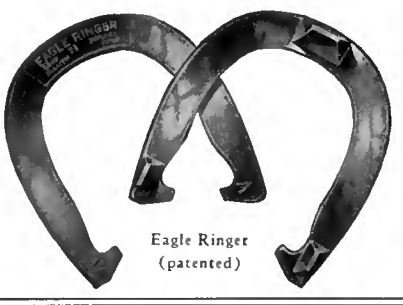
reconstruction purpose — the one an economic recovery primarily, the other a personal developing or recovering of strength and of spirit. The second has a very definite and sequential relationship to the first. The National Recovery Act will shorten for millions the work period in the day and week. The National Recreation Association seeks to make possible the most beneficial use of the longer periods of leisure which the codes have suddenly provided. Having been devoting itself for a quarter of a century to this very problem of making joyous, creative and especially recreative use of leisure time for whole communities, it is prepared to be of service in this new era of man's freedom, due to his enlarged free time. He may have lost some of his freedom in his hours of work. He has added to his freedom in his hours of leisure. In the planning for this new time—this 'New Deal' as it is called—there should be every possible budget economy but it must be remembered that because of this very marked increase in leisure there will be the greater need of both educational and recreational services in every community of the land."

The recognition of this close association of the two NRA's presents an alluring opportunity to recreation leaders, national and local, to render significant service in the building of a richer life in the new era now dawning.

Man's Chief Mode of Expression

(Continued from page 333)

Dr. Plant went further than this. He pointed out that on this basis "Recreation" means something more than normal living for those children it actually touches. It means a message to a world ridden with words—a telling blow at a symbolized world—perhaps the one philosophy that can really combat a culture which substitutes words and things for man's actual physical expression of his emotional hungers, triumphs and tragedies. Words (newspapers, books, etc.), electric switches, push buttons, machines of every sort have all tremendously increased man's conceptual life, his ideas and feelings and at the same time have just as markedly decreased his physical expression of that mental content. This is all a very unhealthy tendency and Dr. Plant looks to the recreation group to fight it if they will see the implications that really underlie their work.



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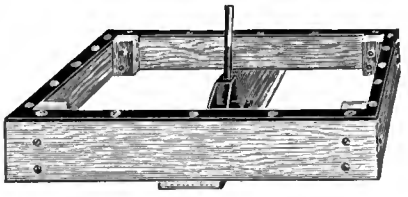

Having Fun While They Learn

(Continued from page 335)

ing has been said of the training each child receives in executing the work. The importance of teaching children to work deftly with their hands is a matter of common knowledge among most educators. It makes children more creative, more resourceful, and teaches them to respect the work of others.

Too Old to Live

(Continued from page 337)

parks, going for rides with friends who have cars, a player piano, victrola, radio with loud speaker.

And they like the simple little joys of life—"a little candy," "a little money for tobacco," "a dime to buy a hair ribbon for Alice," gardening, raising potted flowers, having inexpensive window boxes, visiting, feeding the squirrels or

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HALLOWE'EN GAMBOLS

• A delightful revel by Marion Holbrook. Mephistopheles, as host, attended by the imps, Scrunch and Munch, entertains ghosts, goblins, witches, Jack-o'-lanterns and other Hallowe'en folk. At the end of the revel come the mortals who dance and make merry.

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pigeons, having birds or cats for pets, sitting on benches under shady apple trees, fishing, going for a street car ride, reading the home town papers, baking a few cookies for supper, having visitors, talking politics, taking walks, picking flowers for the tables.

Let these old people have their good food, and warmth and comfort; let them dream their dreams, and have their memories; but let them also lead busy, contented, individual lives with a vision of an active pleasant tomorrow before them.

NOTE: The National Recreation Association, 315 Fourth Avenue, New York City, will be glad to give specific detailed information on the projects mentioned.

Brazil's First Play Day

(Continued from page 338)

Not only has Miss Williams trained the teachers in games, dances and so forth, but she has also given them the theory of play and recreation and has created in them an esprit de corps that is remarkable among teachers here. Her own enthusiasm for an informal type of recreation that will make for a love of activity and sports which will carry over into later life and help make for health, has been so contagious that these teachers have become the delight of the schools.

This morning at 9 a. m. from buses, chartered street cars and special trains, children began pouring into the beautiful Quinta da Boa Vista—boys and girls between the ages of six and fourteen, who came from twenty-five different schools and also from the rural zone of the Federal District. You can imagine the excitement of these rural children, many of whom had never before in their lives been in the city! It was not an exhibit; it was an occasion for children to have a good time and to play where there was space and beauty. One wondered what Don Pedro the First would have thought could he have seen those groups of hundreds of children running all over his palatial grounds—this beauty spot where he built his palace in the days when he was Emperor of Brazil.

Do I seem to be spending much time writing about a play day when the world is full of serious problems? But if you stop to realize that Brazilian children have not played as most children do; that physical education teachers have frequently taught in chiffon dresses and French-heeled shoes; that people have thought winning is the all important thing, no matter how one achieves the victory, that personal achievement is of more importance than group achievement, and that one performs for applause and not for the joy of activity—then you will know what it meant to have more than three thousand children unconcerned as to whether or not there was an audience to watch them, or prizes or personal glory to reward them, to see children from different schools playing with each other because they loved the games, playing for the sheer joy of play.

This is what Lois Williams has brought to Brazil. Already other States are asking if she may come to teach their teachers also, for what is done in the Federal District sets a standard for the other States of Brazil as well. Rarely does the opportunity come to a person to influence the life of a nation through its children! Only a very few know that many of you in the United States have helped to do this. This is a governmental position and it has been better for us to loan her services without a label on them. However, this year the value of Miss Williams' work has been recognized and she has been paid a part time salary and been accepted as a member of the Educational Staff, as very few foreigners are accepted.

No Civic Boundaries for Music

(Continued from page 340)

orchestras and bands had their Massachusetts Music Festival in Norwood last year.

Meanwhile the town is curious and eager. The signs augur well for longevity. After other depression courses are gone and forgotten, Norwood's Philharmonic should continue to bring its players and townspeople the perennial fruits of song.

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New Books on Recreation

Hallowe'en

By Robert Haven Schauffler. Dodd, Mead & Company, New York. $2.00.

MR. SCHAUFFLER, who has contributed so largely to our literature of holiday celebrations through his "Our American Holidays" series, has given us in his latest anthology of poems, stories, games and plays a generous grab-bag of Hallowe'en suggestions containing a wealth of program material and many delightful ideas. Teachers, recreation workers and leaders of groups of many kinds will welcome this volume.

Basket Pioneering

By Osma Palmer Couch. Orange Judd Publishing Company, Inc., New York. $1.25.

"THE GREATEST and most useful quality of this book," says Dan Beard in his introduction, "is that it develops the vision of the reader, enabling him or her to recognize the possibilities of the common things, thus making him or her an artisan, an artist, yea, a creator!" In addition to the chapters which deal with round basketry materials, flat basketry materials and flexible basketry materials and how to use them, there is a section on novelty baskets. One of the most interesting features of the book is the discussion of natural materials, their gathering and preparation.

Tiro

By William A. McKeever, LL.D. School of Psychology Press, State Capitol Station, Oklahoma City, Oklahoma. $.60.

DR. MCKEEVER, formerly Professor of Child Welfare, University of Kansas and the author of a number of books on psychology, has dedicated this booklet "to the boys and girls of all lands—of whom the author has seen millions in the course of his national field work—with deep solicitude and affection." The booklet contains suggestions for twenty-five new games all played with auto tires and adapted to all ages or players.

Service Leaflets

Ladies' Home Journal. Curtis Publishing Company, Philadelphia.

AMONG THE Service Leaflets published by the *Ladies' Home Journal* are a number of special interest to recreation workers. Some of these are *Youngster's Parties, When Good Fellows Get Together* (events for the social calendar and suggestions for refreshments), *Your Hand May Tell You,* by Leicester K. Davis (hints on palmistry), and *Bird Houses,* No. 156 of the Journal Garden Patterns containing directions and information for building houses for a number of different birds ($.25).

Planning for the Small American City

By Russell Van Nest Black, in collaboration with Mary Hedges Black. Public Administration Service, Chicago, Illinois. $1.00.

NOT PRIMARILY a technical treatise on planning design, this book is designed to give operating officials and interested citizens the technique of making a plan and carrying it out. It outlines the ideas which progressive planners have worked out in the last few years to meet new conditions caused by the automobile and our changing habits of living and working. The book is divided into three parts: One, *Making the City Plan;* Two, *What Modern Planning Offers the Small City,* and Three, *Carrying Out the City Plan.* Under the section on Parks, Playgrounds, and Other Recreational Areas, the author urges the importance of securing at once for park purposes well located property. "Parks for the future must be reserved today. This is as true for the small city as for the metropolis."

"Kit" 34

Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

FOLK SONGS, stunts, games and puzzles comprise the contents of this, the most recent issue of the popular Recreation Kit.

Football Plays for Boys

By Ralph Henry Barbour and La Marr Sarra. D. Appleton-Century Company, New York. $1.25.

DESIGNED PRIMARILY for the use of boys twelve to seventeen who want to play football but for whom no coach is available, this book presents a number of simple and practical plays for boys and makes its directions as concrete as possible. Particularly valuable features are the graphic diagrams which accompany each explanation. The book closes with a section on touch football which is recommended for all boys who through distaste for rough action or physical disability are not interested in playing regulation football.

Squadron Handbook of Sons of the American Legion

National Headquarters, American Legion, Indianapolis, Indiana.

THIS HANDBOOK for the Sons of the American Legion, an organization promoted by the Legion for sons of members, contains a suggested constitution and by-laws, sets forth fundamentals of squadron organization, suggests a ceremonial for regular meetings with initial rituals, and proposes a list of activities. Official emblem supplies and regalia may be secured from the Emblem Division, National Headquarters, Indianapolis.

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The National Home Library

By the National Home Library Foundation, Washington, D. C. $.15 each.

An interesting project to promote reading and to make possible the ownership of books has been initiated by a group known as the National Home Library Foundation which has issued its first series of twelve books attractively bound in paper coverings at a price of only $.15 a copy. The series includes Samuel Butler's *Way of All Flesh;* Sir Arthur Conan Doyle's *Tales of Sherlock Holmes;* Francis T. Palgrav's *Golden Treasury;* Lewis Carroll's *Alice in Wonderland;* Ralph Waldo Emerson's *Emerson's Essays;* W. H. Hudson's *Green Mansions;* Samuel L. Clemens' *Adventures of Tom Sawyer;* Shakespeare's *Merchant of Venice;* Robert Louis Stevenson's *Treasure Island;;* Thomas Hardy's *Under the Greenwood Tree;* Honore de Balzac's *Pere Goriot;* and the *New Testament.*

A Bibliography on Family Relationships

By Flora M. Thurston. The National Council of Parent Education, 60 East 42nd Street, New York. $2.00.

This annotated bibliography has been prepared for the use of students and professional leaders dealing with family problems. Since so many fields—education, recreation, social work and innumerable others—are all concerned with the common phenomenon, family life, the bibliography is necessarily comprehensive covering a wide field. Its careful classifications and groupings help make it exceedingly valuable. The main classifications are: "A Background Bibliography," dealing with aspects of the general problem of family relationships; "The Bibliography of Family Relationships," in which books on many phases of the problem are grouped; "Fiction" —general books on the subject and those presenting problems in family relationships; "Research Methods," and "Rating Scales."

Recreational and Forestry Uses of Land in Massachusetts

By David Rozman. Massachusetts State College, Amherst, Massachusetts. Free.

During the past few decades a considerable decline has occurred in the land area under cultivation in the State of Massachusetts. The result has been the presence of many idle acres in various agricultural communities. This study attempts to analyze the present condition of this abandoned farm land and to point out the place of recreational and forestry uses in developing a balanced program of land utilization for the Commonwealth.

Folk Dances and How to Do Them

By Fannie R. Buchanan. Successful Farming, Des Moines, Iowa. $.15.

This booklet is designed primarily for leaders of boy and girl activities in rural districts, but the universality of the appeal of folk dancing and the simplicity and clarity of the descriptions given make the book useful for all groups. The instructions have been prepared without the use of technical terms and the most simple version of each dance has been selected. The dances described are the Crested Hen; the Ribbon Dance; Green Sleeves; the Minuet; Wind the May Pole; the Virginia Reel; the Shoemaker's Dance; Money Musk; Klappdans, and the Grand March. No Music is given but the music for all of the dances has been recorded on phonograph records, the numbers of which are given.

Better Citizenship For Little Americans

By Edith Wilhelmina Lawson. Beckley-Cardy Company, Chicago. $.70.

A collection of little stories emphasizing carefulness, thrift and other qualities, is presented in this book. Suggestions for conduct both as a member of the home and school family and as a young citizen are given. A novel feature of the book is a short play, "The Club of Real Americans," which sets forth the qualities demanded for good citizenship and shows how each contributes to communal life.

Gifts to the Public Schools.

By William R. Odell, Ph. D. Published by Dr. Odell, 525 West 120th Street, New York City. $1.50.

Dr. Odell, who is Associate in Commercial Education, Teachers College, Columbia University, presents in this book the results of a study which shows that donations of school sites and playgrounds occur more frequently than any other type of gift to public schools. In his study Dr. Odell analyzes the attitude of public school administrators toward donations, the types of donations which have been made, and the effect of large gifts upon community attitude toward the support of education and other governmental functions. He also discusses public school support programs of educational foundations, and presents case studies of thirteen outstanding donations. In the final chapter he presents his conclusions.

Seeing the Unseen.

By Robert Disraeli. The John Day Company, New York. $2.00.

For the child interested in nature study this book will prove fascinating. It offers the young reader the examination of the mysterious wonders of nature through the lens of a microscope. The author has illustrated the book with his own photo-micrographs, and he explains how the reader may experience these hidden wonders with a microscope or magnifying glass of his own. The child may learn that a fly really looks like; he will see the actual shape of a grain of salt and the multiplicity of veins in a leaf. A walk through the field or wood will become an adventure for him—an exploration into the world through the microscope.

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Is Community Recreation a Frill?

TO THE CHILD play is a necessity. Reluctantly the child leaves his play even for his meals. Marbles, tops. fish hooks, are collected —also bright colored objects. But above all else, activity — play — is the thing.

In so far as men and women remain as alive as little children, as normal as little children, in so far as they keep from growing old, —activity, recreation, creative arts, are fostered. To the individual grown old, to the civilization grown old, fear comes and the main idea becomes possession, not activity.

Where age has come on, where the spirit of childhood has departed, then people do not expect to live every day. Living is then to be deferred to a later Golden Age — when the individual has retired and is so old and decrepit that he cannot play. Then living for the community as a whole is to be deferred until the community "has torn down all its barns and built bigger ones," has completed its skyscrapers, its concrete roads, its sewers, its hospitals, its beautifully laid-out cemeteries; until public debts have been paid off, until the waterfronts, priceless for living, have been all used up for factories and docks.

Live young communities, like live young normal individuals, provide for activity, for play and recreation for their citizens, now, in the present. Read the advertisements of live cities. Parks, recreation centers, playgrounds, swimming pools, bathing beaches, art galleries, libraries, schools — are all featured, because the community is alive and is interested in securing live people.

Even in depression times some means are found to keep the place attractive to children and to those who still remember their childhood.

Community recreation is a frill — only in a dead community.

HOWARD BRAUCHER.

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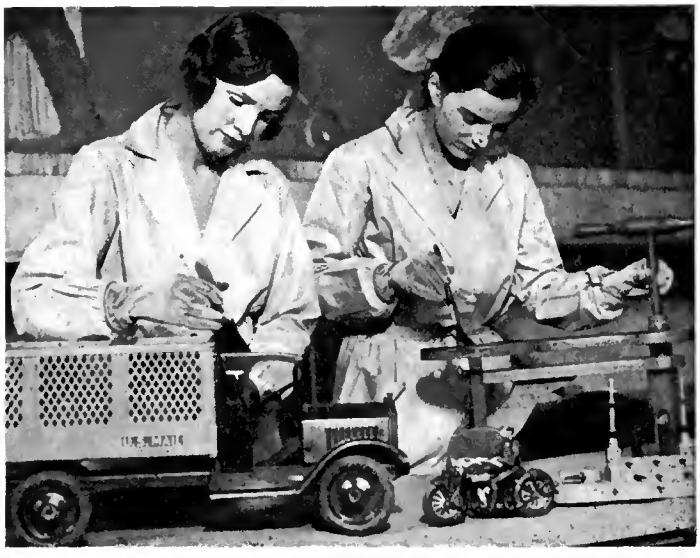
Courtesy Keystone

At the fiftieth reunion of the class of 1883 of Harvard University, the class crew sprinted up the Charles River and down again as many relatives and friends along the river bank cheered enthusiastically. This picture, showing the crew as it rowed, will be of special interest to readers of RECREATION as Joseph Lee, President of the National Recreation Association, is to be seen rowing in Number 6 seat. Mr. Lee's athletic prowess was not limited to rowing. He was a member of his Freshman football eleven, and in his Junior year won the middleweight boxing championship.

Philadelphia Plans a Merry Christmas

By CHARLES H. ENGLISH
Executive Secretary
Ploygrounds Association
Philadelphia, Pa.



For weeks before Christmas many volunteers are busily at work applying paint and glue.

"THE 1932 CHRISTMAS toy shower is over. Headquarters at 2100 Chestnut Street was formally closed for the year yesterday. Fifty thousand, two hundred and eighty toys, including 2,380 dolls, were sent out by the Playgrounds Association of Philadelphia to provide a toy for every needy child at Christmas. The toys have been sent to 132 child-caring agencies, such as orphanages, hospitals, day nurseries, settlement houses and recreation centers throughout the city."

This statement in the *Evening Ledger* for December 24th announced the result of a very strenuous month of activity for a host of volunteers and directors of the Playgrounds Association.

Have you any idea what it means to organize forces to collect, recondition and deliver over 50,000 toys "good as new" to 132 agencies scattered over an area as large as Philadelphia? It is a sizeable job and requires efficient organization to get satisfactory results. Our experience, covering four years, has been most valuable to us. We are glad to pass along to others information regarding the methods used in this worthwhile undertaking.

Preliminary Organization

Various committees should be appointed as early as the first of October because actual work must begin immediately after Thanksgiving when thoughts are turned toward Christmas. In our case the women directors of the association take the entire responsibility for directing this project. Experience teaches that it is best to have co-chairmen of each department. This divided responsibility makes it possible to have a chairman always on duty and gives each chairman an alternate day off.

Before accepting a chairmanship each individual promises to assume leadership on alternate days and to get her Christmas shopping done before December first. In other words, it is a real, steady task she must assume. The general chairman carries a heavy burden and accepts the position with no misunderstanding as to its requirements.

Departments. The following departments function:

Headquarters painting and repair; doll department; sorting department; packing and shipping department; volunteer department.

This organization requires a chairman and two co-chairmen for each of the five departments, or a total of twelve executives. Each department is responsible for its own committee members and the development of its functions. In the preliminary setup these twelve act as an executive committee which arranges for the following organization in advance of December first.

Cooperation of the Press. In Philadelphia the *Evening Ledger* assigned two reporters for the entire period of operation who wrote a daily account of the various activities augmented liberally with photographs. In addition, the *Ledger* gave

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us the use of its fleet of trucks to collect and distribute the toys, and printed posters that were sent to the schools announcing the shower and pick-up dates. In order to secure this service from the *Ledger* the committee promised to ask only that paper to cooperate with it. During our four years of experience not once did the *Ledger* take credit for its share in the work. This agreement was worked out in the beginning at the insistence of the committee. We admit such an arrangement is not always possible elsewhere but it is worth the effort. The *Ledger* gained tremendous "good will" from its reading public. Without the paper's aid it is doubtful that the shower could be such a large-scale success as it has become.

Cooperation of School Authorities. The major source of supply of discarded toys is the toy showers held in the schools on scheduled days. The superintendent of public schools, superintendent of parochial schools and all the headmasters of private schools have given enthusiastic support to the movement. We have found the elementary and junior high schools the best field for collections. Senior high schools through their service clubs usually desire to carry on their own work of reconditioning toys. The executives of the school systems have worked out a collection schedule according to districts and have sent to the principals a message granting authority to engage in this project. Instructions are issued as to assembly appeals and directions given to have the toys wrapped securely and placed in cartons for safe cartage. Attractive posters are sent to be placed upon bulletin boards, with the Playgrounds Association name mentioned as the organization in charge. The schedules of pick-ups are then forwarded in triplicate to the *Ledger* for its truck drivers. The principals are instructed to telephone the Playgrounds Association if they have more than one truck load so that additional orders for truck service can be arranged.

Preparation of Lists. A list of all child-caring agencies is prepared for the general committee which sends a letter to the executives in charge telling them of our plans. Included in the letter is a questionnaire and requisition for toys. Each agency is requested to give us the number of boys and of girls in each of the following age groups: 3—6; 6—9; 9—12. They are also asked if they can utilize large toys such as rocking horses, play houses, bicycles and large mechanical toys, to be used at the institution by all children playing at the center. The following important statement is made: "This is a large cooperative undertaking. You expect us to supply you with toys, we expect you to supply us with volunteers. Please indicate the number and the dates when these volunteers will appear at headquarters for work. Volunteers will supply their own smocks, gloves, etc. Those who supply regular volunteers will be given preference in filling orders." In almost every case the agency is glad to send volunteers. Some special cases as hospitals find it difficult. We ask not only for members of staff but more especially for board members, and we receive a fairly good response.

Toy Shower Headquarters. Make a survey of vacant store buildings. If possible secure such a building in the heart of the shopping district. The space for our operation required a minimum of

In another department a corp of workers is equally busy repairing and dressing the hundreds of dolls contributed.

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10,000 square feet. The advantage of a central place as a means of attracting attention is obvious. Keep in mind the requirements of such a building:

(a) Good window space
(b) Minor repairs and painting
(c) Sorting and packing
(d) Doll department and fumigation
(e) Back entrance on street for loading and unloading

We have been able to secure the use of such buildings without cost, including light, heat and janitor service. In making up membership of your committee it is well to keep in mind the selection of a person whose connections can secure such buildings.

A valuable outgrowth of the Christmas Shower is a lending doll library. More than 200 dolls left over from the 1932 Shower were put into circulation last summer on three playgrounds. No doll is dressed, the assumption being that the borrower will remedy this lack! On Friday ("Doll's Day") a child registers for a doll. If on the next Friday she shows she has taken good care of her doll, dressed it, or tried to, and kept it in good condition, she may have a week's renewal. This process may go on until the end of the season when she will have purchased the doll by her care of it. Dolls not well cared for must be returned to the library where they are fumigated and put back into circulation.

The Receiving, Sorting and Repair Department. Where nearly 150,000 toys are collected, as in our case, it becomes necessary to arrange for a major receiving, sorting and repair department in a location other than headquarters. For the past two years the Shelter for Homeless Men has been used for this purpose. Here sixty men daily have done the major job just described. If the shelter were not in operation we should turn to one of the missions or Salvation Army for the men, using some factory space for operations. In many cases Boy and Girl Scouts could be asked to cooperate.

The Indispensable Mechanic. The next step is to secure an all-around mechanic. We had one assigned to headquarters and one at the Shelter. These men took charge of all mechanical details including the direction of those volunteers engaged in mechanical work. These were the only two employed persons in the entire organization. We had many mechanically trained volunteers, one fifteen years in the business of making toys.

Donations. The following donations should be requested:

Disinfectants

Cartons (Ask department stores to send in November all sizes of cartons, chiefly large ones, to be used in packing toys for shipments. They will gladly donate in November but as Christmas approaches they will need them for their own use. Store them away in "knock-down" form.)

Wrapping paper, string, piles of old newspapers

Inner tubes to be used to "string" arms and legs of dolls. (Strips of this rubber save buying very expensive rubber cord.)

Gallons of quick drying enamel paint and brushes

Tools suitable for repair work

Chairs and tables from churches, lodges or undertakers

Lumber for shelving and work tables

For the doll department the following supplies are necessary:

Special oil paint for faces, arms and legs
Special brushes
A plentiful supply of waste rags
Electric sewing machines
Cleaning material for doll faces
Remnants of material for dresses
Old light-colored silk and rayon underwear for doll stockings

Practically everything listed we secured as donations.

Arrange at the end of the season to store all donated material that can be used again. Such items as chairs and sewing machines are, of course, borrowed only for the month. If the donor cannot deliver then we ask the *Ledger* trucks to do the work.

After the first year the doll department realized how difficult it was to wash and repair the clothes usually on the dolls when they are received so that they would be attractive to the children who received them from us at Christmas. So during the spring, summer and fall hundreds of women received from the doll committee patterns cut from ordinary wrapping paper of three different sizes of romper dresses with the suggestion that these dresses be made up in advance of the opening of the doll department. These dresses are made from remnants of new dress material. The most popular material is that carrying figures of animals, etc. Individual tastes are permitted as long as they conform to size. Over 1,800 new dresses were on hand at the opening of the doll department for the season of 1932. Volunteers who did the work in the summer of 1932 at resorts or during odd moments tell us it was "great fun."

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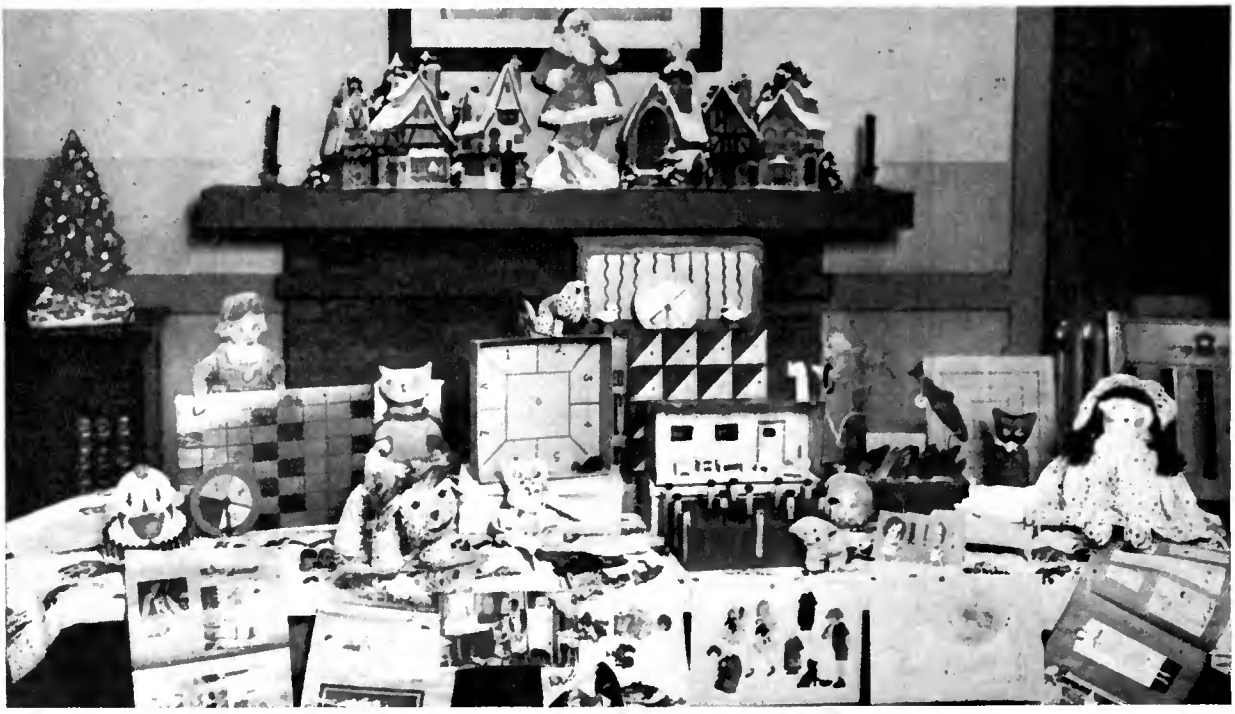
During the summer of 1933 the doll committee sent out bloomer dress patterns to over 200 women. Return cards received in the summer indicate that 1,500 dresses are now being made. This wise planning in advance on the part of Mrs. Frank A. Myers, the chairman, makes it possible to keep well ahead of the game during the rush season in December This year students from two local art schools have promised to paint faces.

Volunteers. If you are centrally located, through the window display and newspaper accounts you will find that many people will drop in for an hour between shopping excursions. We always have work to be done in our painting department for those who like to brighten up the toys. The doll department is always glad to have as many as will come. Not all women "just love to work with dolls." If this is the case they are given other things to do. On the other hand, when a woman does enjoy working with dolls she is an ardent worker. Some of them work daily, long hours and for a full month. The chairman often has to set goals to be reached because these workers become so enthralled that they spend too much time on one doll. One suspects that many elderly women welcome the opportunity to play with dolls again with a perfect alibi! There is no difficulty in getting a full quota of workers in this department.

We limit the age of volunteers to over eighteen years. Too many opportunities are offered for a joyous good time with temptations to explore prevent serious work by youngsters. Daily accounts in the *Ledger* of those who are giving their services help to bring in others. Indeed one is often suprised to learn in the daily papers the types of workers to be found in various departments. There are men and women of social standing, individuals of interesting accomplishments, and others desirous of giving of themselves to help make unfortunates happy. It is an interesting cross-section of a great city's people.

For a period of two weeks a radio broadcast is made, the different chairmen serving as speakers. Last year a plan to have a broadcast at headquarters to tell what was going on was worked out.

The final preliminary to actual operation is the work of the mechanics in preparing headquarters and the major repairing departments for proper use. Usually it takes from a week to ten days. Shelves, many deep ones, are required to hold the toys. Low tables to hold the cartons for sorting and packing are built at the right height (18 inches) to save the worker's back. Tables are arranged for workers, work benches for mechanics.



Courtesy Extension Department, Milwaukee Public Schools

The fumigation room must be made air tight. If headquarters is in one large room, the rear of the room may be partitioned off and sealed up. Seals at the doors and windows are broken after each operation.

Signs are put up in windows. We had an artist prepare a frieze on paper, the subject being "The March of the Toys." This, put along the walls of headquarters, makes a splendid motif for the project.

With these preliminaries completed, you are now ready for the first day of collections.

At the Shelter

While the papers have announced the opening of the toy shower and the school children have made their donations in District 1, there is little activity at headquarters downtown. The committee has made all arrangements and is waiting for the men at the Shelter to send down the first load. At the Shelter load after load is arriving. Men begin immediately to sort in boxes and bins in the following divisions: dolls, small iron toys, large iron toys, small wooden, large wooden, books, games, musical toys, toys beyond repair and new toys that need no attention. Parts are saved from toys so badly broken that they cannot be repaired to fix up others of similar make. Almost immediately the repair and paint crews are at work. Men assigned to games are inspecting them to see that each is complete. In less than an hour sixty men are presenting a scene that is often pictured of Santa's Work Shop. and these homeless men chosen from the ranks at the Shelter for their abilities love this opportunity to work for such a cause. The "job master" informs us they will fight for the assignment. He said one day: "This is a great thing for us. Before and during the holiday when the world takes on a happy and merry mood, we find it very difficult to keep our men from becoming more unhappy than they are. This is a fine outlet."

Courtesy Houston, Texas, Department of Recreation

A Merry, Merry Christmas!

The following morning loads of toys are sent down to headquarters. Several boxes of small toys that are repaired but not painted are also sent down to give volunteer workers at headquarters something to work on. From the second day of operation headquarters downtown receives daily loads of toys from the Shelter up to December 23rd.

At Headquarters

What is happening at headquarters?

The first load and all succeeding loads of toys, as well as toys brought into headquarters by individuals, are piled up in the fumigation room. No one except the mechanic at headquarters handles toys until they are fumigated. The candles are set each night and the toys are removed to sorting space the next morning. We cannot emphasize too strongly the necessity of proper fumigation. To neglect this is to run counter to all general community health rules, and those who do not follow the regulations as required by the health authorities should be asked not to engage in this type of community project. General regulations in our city, at least, call for a two ounce candle per 1,000 cubic feet. To be on the safe side last year we used four two ounce candles per 1,000 cubic feet per fumigation per night. We were perhaps extravagant, but the donor of the candles asked us to do so. On several occasions we publish in the *Ledger* the fact that all toys are properly fumigated. No one in all the four years during which nearly 200,000 toys have been sent out has questioned the committee as to the health factor in using discarded toys Because of published statements regarding our cautions we have doubtless forestalled any public criticism.

Santa in Action

In our large store window Santa works away all day long painting toys. He has a great time talking in sign language with the hundreds of

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children who stop to see him. In the window space are grouped all kinds of toys. One space is devoted to a "before and after," showing two toys of the same make, one "fixed up," the other a pretty bad wreck. There are signs telling the public that we want their discarded toys and that we need volunteers. One very important sign reads: "Toys are distributed to child-caring agencies—*no toys are given to individuals.*" We had to make that rule. It is heart-breaking to be forced to turn down worthy cases, but if we let down the bars we should be in trouble at once and the police would be required to keep order in lines of those who would come for the toys. We should be guilty, too, of disorganizing the work of existing agencies and should have no way of checking upon duplications. It is often said to such inquiries: "We are in the wholesale business and not retail." Letters begin to follow after the daily stories appear in the *Ledger*. These are promptly mailed to the Christmas Exchange where they are cleared to different agencies.

The Sorting Committee Starts Work

Now the committee on sorting can begin its work. Over shelves you will find such signs as: "Small children up to 6 years." "Boys 9 to 12, active games," "Girls 6 to 9, inactive games." Active, inactive and educational (books, etc.) are the general classifications. The sorting committee is especially trained. It must make the right classification even though it has actually two or three thousand different types of toys to sort. After days of classification the work is done more or less mechanically. Books are sorted out according to age capacities. This committee stays on the job until all the toys of that day's shipment have been properly placed.

The Distribution Committee Is On the Job!

The following day the committee on deliveries or packing is on hand. Here again trained workers are needed. From the agency requisitions an order slip is made. These requests are for a definite number of children of certain ages and sex whom the committee must have in mind when packing. Then there are other matters to be considered—the types of institutions, whether hospital, feebled-minded, orphan homes. Toys sent to an orphanage must be selected so that no one child will receive a toy "better, bigger than mine." What kind of toys would you send to the feeble-minded? Racial characteristics are also a factor. This committee has a vital task.

Packing starts on the fourth or fifth day of operation, and shipping to the agencies begins not later than the sixth of December. These two important committees work on alternate days until toward the final rush when they merge into one hurried, almost frantic, single committee! Meanwhile each day witnesses volunteers at work painting toys at long tables, having a grand time dabbing on bright colors. As the days pass an ever increasing number of individuals come in the front door leaving bundles of toys and donations of cash. There they meet a fine type of reporter from the *Ledger* who not only thanks them for their donation but secures their names and addresses which appear in the daily story the next day. Toys received at the door are repaired and painted (after fumigation) at headquarters.

The Doll Department At Work

And now we visit another beehive — the doll department. If possible this department should have a room by itself for two reasons: (1) It needs a great deal of space; (2) It must provide opportunity for the people who cannot work with paint because of its effect on them.

Activities in the doll department are divided into the following divisions:

Sorting, where clothes are removed and the doll is classified

Cleaning, where faces, legs and arms are cleaned and wigs removed for hygenic reasons

Repair, where holes in heads are filled with plastic wood, legs and arms restrung

Painting, where a group of artists paint faces and paint on hair, etc.

Sewing, where dresses and stockings are made

Dressing and packing division

This department never receives enough dolls to fill the demands and its work is never finished At the close of the season useful parts, dress material and dolls are stored away until the committee is again called into action. Artists are recruited from art schools and individuals who have the special skill required in this work are called upon. To send out over 2,500 dolls as good as new is a tremendous task.

Important Factors

One of the reasons why this undertaking moves along like a well-running machine is because of the work of the volunteer committee. If each of

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the 132 agencies agreed to send an average of from eight to ten volunteers, it would mean a total of from 800 to 1,000 workers during the month of December. To check up daily on those who appear for work, to call agencies who are delinquent and to build up the numbers who will be on hand during the final rush, the week preceding Christmas, the very week when it is most difficult to secure volunteers, is the man-sized job of this committee.

The *Ledger* stories occasionally urge donations of money to the work. Proper recognition of those who make this kind of donation helps to stimulate others. We have a bachelors' club which any single man may join by contributing a dollar or more. Our largest individual contribution was $75 in 1931. Last year $40 was contributed by a banker. We always receive several hundred dollars to help in the expenses.

The general chairman is a busy woman, and she must be in robust health to stand the strain! Her daily use of diplomacy, her patience and enthusiasm must be evident all the time. It is she who sets the pace and keeps the ship on an even keel. Around the luncheon table each day her executive committee goes over the details and plans of operation. The whole spirit is one of a great game to be played on a definite time schedule, with the most gratifying of all rewards at the conclusion.

On December 23rd

At the close of the day, with the last shipment gone, a weary but happy group of workers face one another and smile. As one chairman put it: "Since I became a part of the toy shower my Christmas has taken on a new meaning. When I wake up on Christmas morning I immediately vision 50,000 children happy over the toys we sent them. My small share in this happiness creates a spirit for the day that I have never known before." She expressed the thoughts of all the members.

During the day the executive committee has found time to have a party for the men at the Shelter. These men received gifts and tobacco and were made to feel how important their work was in the success of the project.

The day before Christmas is "clean-up" day. All odds and ends are gathered up and sent to the Goodwill Industries who make good use of them. Shipments are made to our storage of materials to be used another year.

The executive secretary of the association has been so busy during this exciting month that he had an excellent alibi for not purchasing Christmas gifts!

Soon after the holidays the executive committee is called by the chairman. While everything is still vividly in mind they discuss such problems as—"What mistakes did we make?" "How can we improve our operation for another year?" Letters of appreciation are sent out for donations and special services. Plans and policies are formulated for the next big venture.

Some Important Results

Four years ago a committee of the association made a survey of the recreational needs of the child-caring agencies. In most cases the superintendent welcomed the committee with the remark, "Oh, yes, your association is the one that sent us the lovely toys at Christmas." Later a year-round worker was employed as Director of Play in Institutions by the Association to follow up the outline of work to be done as a result of the committee's findings and recommendations. The toy shower helped to establish cordial and sympathetic relationships with the executives of these institutions.

Our association through the medium of the toy shower becomes better known to thousands of school children and adult volunteers. They know to whom they may come for help in the play and recreation work of the city.

The best result of all is the service rendered to the agencies. At Christmas, with curtailed budgets, these organizations faced the problem of no toys. For years past they have always made good with their young friends. To fail them now at the time they need help most would be tragic. Our toy shower, organized at the beginning of the depression, has saved the day for them. We need not mention the joy and happiness given the children.

Finally, it is a splendid project for the board of directors—a project which they can do in a magnificent way themselves. The success earned is also an earned individual and collective achievement. It is good practice for a board of directors to take a direct hand in the affairs for which they are responsible, to do something besides merely attending board meetings and hearing the accomplishments of their employed staff.

Yes, indeed, from every point of view a toy shower is an "A No. 1" recreational activity!

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Athletic Standards for Girls

What high school girls do in athletic programs, what they would like to do, and what experts think they should do!

Courtesy Memphis Recreation Department

Volley ball ranks high from the point of view of both popularity and desirability.

"IN ESTABLISHING standards concerned with the selection of girls' athletic activities for the high school program, it is proposed that the activities selected by experts in the light of present pupil participation and preference be taken as a guide."

With this underlying principle in mind, Miss Helen L. Coops in her study of "High School Standards in Girls Athletics in the State of Ohio" has attempted, as far as the selection of activities is concerned, to present data from the information secured which contribute to the construction of such standards and lead to the establishing of a list of athletic activities recommended for high school girls.

In securing data the following questions were considered:

I. Present participation of high school girls in athletic activities:
   1. During required physical education classes
   2. In program arranged by the school for after-school hours

II. State preference of high school girls in athletic activities according to the following items:
   1. Activities enjoyed most during the year 1930-1931
   2. Activities which girls think they would enjoy most if the opportunity offered

III. Recommendations of experts concerning the relative value of separate athletic activities for high school girls.

Some of the findings will be of interest.

I. The girls indicated baseball to be the most popular activity in the required physical education classes. It was checked by 77 per cent. Basketball (66 per cent) and volley ball (64 per cent) followed close behind. These three activities were followed by a group of eight games of low organization and individual track and field events which averaged 40 per cent participation (dodge ball, basketball throw, foul shooting, running races, baseball throw, kick ball, high jump and broad jump). The percentage of participation for all activities was much higher in the city district schools with the single exception of basketball. In exempted village and county district schools only four activities were checked by more than 33 per cent of the girls—baseball, basketball, volley ball and dodge ball.

In their after-school athletic program provided by the school the three most popular activities were basketball (32 per cent), baseball (24 per cent) and volley ball (14 per cent). Swimming (9 per cent) came next on the list.

"The extent of participation and the choice of activities were not as noticeably different in the two types of schools as it was in the required physical education classes. Swimming and tennis stood out in the city schools, while basketball and foul shooting seemed to be much more popular in the other type of schools."

II. Findings from question No. 1 regarding activities which girls enjoyed most in 1930-1931 showed basketball most popular (39 per cent). Following in order were baseball (27 per cent), volley ball (11 per cent) swimming (11 per cent) and tennis (8 per cent). "With the following four exceptions there was very little difference in the response from girls in different types of schools. Basketball (55 per cent) was checked by twice the number of girls in exempted village and county district schools. On the other hand, swimming, tennis and baseball were more popular among city district school girls."

The question as to activities the girls "think they would enjoy most whether they had ever tried them or not," brought out some interesting answers. The first four activities significantly chosen were tennis (26 per cent), swimming (22 per cent), horseback riding (17 per cent), and golf (11 per cent). Following these four were basketball (9 per cent), archery (5 per cent), and hiking (5 per cent). "The stated choice of girls in different types of schools is vary similar. Their choice is most obvious and with the possible exception of basketball, the activities are all individual and dual sports. It is interesting to note that the activities which girls think they would enjoy most are not at all those in which they participate during their required physical education classes or in the after-school program arranged by the school. This indication tends to confirm the point made in a recent White House Conference survey that 'current practice in the high school athletic program for girls has very little relation to what girls really prefer to do.' "

Recommendations of Experts

III. The same list of athletic activities submitted to the girls was sent to a committee of experts in Ohio who worked with Miss Coops on the study to find out which activities they would recommend for high school girls and how they would rank these activities in the relative order of their importance. For convenience the activities were divided into the following homogeneous groups: (1) Individual and dual sports; (2) Team games of high degree of skill; (3) Team games of low degree of skill.

Individual and Dual Sports. Experts were asked to rank seventeen individual and dual sports in relative order of their importance. The following nine activities were recommended by eleven experts: swimming, tennis, hiking, golf, horseback riding, archery, deck tennis, horseshoe pitching. running races (dash).

The following three activities were declared of less value by experts: basketball throw for distance, baseball throw for distance, and basketball foul shooting.

The following five activities were judged of least value by experts. They were condemned by fourteen experts both because of intrinsic character and because of their relative unimportance when compared with other activities: rifle shooting, running broad jump, hurdling races, high jump, and standing broad jump.

Two experts suggested that badminton, bowling and skating be added to the list of individual and dual sports.

"It is interesting to note that the first six activities selected by the Ohio experts appeared in the same order as the first six individual and dual sports selected by a national group of eighty-seven experts in the recent White House Conference survey. It is also significant that these same six activities were the outstanding six first mentioned in the list of athletic activities which Ohio girls thought they would enjoy most if opportunity offered."

Team Games of High Degree of Skill. The six team games ranked in relative order of their importance were: volley ball, baseball, field hockey, basketball, soccer, and speedball. Two experts advised the elimination of field hockey and three of speedball. Several suggested modified rules for soccer. The three activities which were unanimously recommended and which appeared first in all lists denoted by the girls themselves were volley ball, baseball and basketball.

Team Games of Low Degree of Skill. Asked to rank ten games of this group in relative order of their importance, the experts made

Through the courtesy of Miss Helen L. Coops of the University of Cincinnati, we are presenting some data from a study of "High School Standards in Girls Athletics in the State of Ohio," submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Faculty of Philosophy, Columbia University. Miss Coops' dissertation deals with the selection of girls' athletic activities, their organization and health considerations and safeguards for girls. The abstracts here deal primarily with the selection of activities since this subject is of very definite interest to recreation workers in planning their programs.

the following list: kickball, dodge ball, captain ball, keep away, center ball, end ball, German bat ball, Newcomb, Liberty ball and punch ball. The following additional games were suggested: overtake, crisscross, obstacle relays, giant basketball, pinguard, hit pin baseball, line soccer, and bombardment.

"In the Ohio survey these games appeared significantly on but one list, that of participation during the required physical education classes. It may be inferred from the above information that these are elementary games leading up to the more highly skilled activities and involving elements of practice for them. It may be assumed that only in this capacity do they belong in the high school program for girls."

Some General Findings

A few of the general findings as they relate to the scope and emphasis of the athletic program for high school girls follow:

1. Concerning the variety and extent of athletic participation, 57 per cent of all girls answering the research form state that they engaged in some form of intramural or interscholastic competition during the year. Their interest in present activity is suggested when 75 per cent of the girls state that they would like to keep on playing the same athletic games when they graduate from school.

Concerning variety and extent of athletic participation, experts agree that: (1) The athletic program should be varied and extensive, ranging in number of activities in proportion to the size of the school; and (2) Instruction and supervision should provide for each girl, according to her physical ability, opportunity for participation in a number of different types of activity in order to ensure a wide knowledge of athletics and thus to broaden appreciation.

Experts approve of the suggested policy of requiring each girl to have knowledge of at least two individual sports, two team games of high degree of skill and two games of low degree of skill.

2. Experts agree that the athletic program should provide opportunity for special proficiency in at least one activity selected by the girl, in order to ensure acquisition of skill in an activity which is judged desirable and satisfactory to her at the time. The method of requiring evidence of this skill must be left to the local school.

3. Leisure-time athletic activities most significantly mentioned by girls are swimming, tennis, hiking, horseback riding, and golf. These are the activities which experts nationally recommend for high school girls. Related literature indicates that the activities which high school girls engage in during their leisure time are apt to be the same which they engage in after school days are past.

Experts agree that instruction and supervision should provide for each girl, according to her physical ability, interest in athletic activities which can be carried on after school days are past, in order to provide for leisure time in later life. Experts approve of the suggestion that each girl be required to demonstrate knowledge of at least one activity of this type.

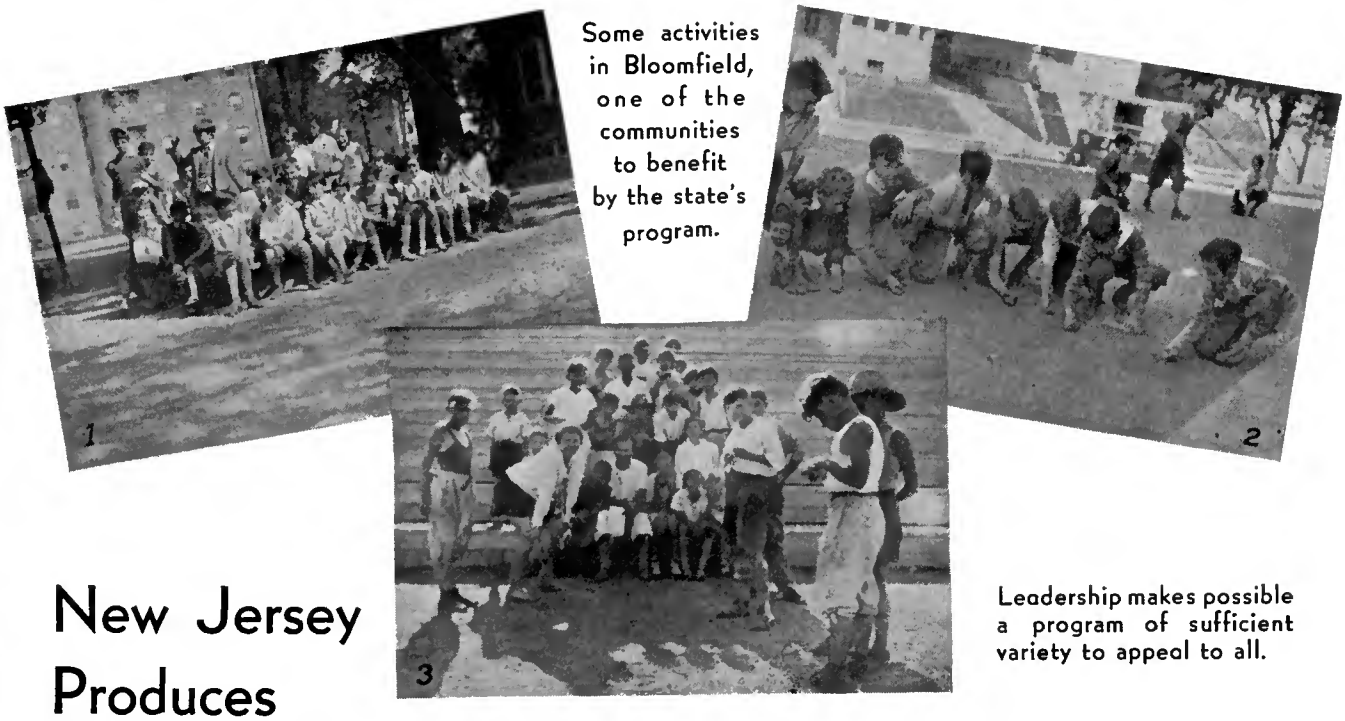
4. The majority of experts agree that team games of high degree of skill, except the less strenuous games of baseball and volley ball, should be limited to the third and fourth years of high school.

"Only a few trends in physical education, based on the data gathered for this study, can be given here. In the first place, the trend in the type of work offered in physical education has been for some time, and still is, away from calisthenics and formalized drill and toward games and free play. Consequently, in matters of equipment this changes the chief interest from heavy apparatus in the gymnasimu to sufficient space and facilities for games both indoor and outdoor.

"The trend in the size of classes in physical education is toward large groups. Instructors frequently stated that the size of the class caused less concern than the size of the gymnasium or playing field.

"Increasing interest is being shown by the schools in the physical activities of pupils during out-of-school hours. The objective of making healthful recreation habitual to children, of developing desirable traits of character, and of learning games which can be played during adult life, has led the schools in increasing numbers to supply playground supervision after school in the evenings, on Saturdays and during summers."

Extracts from "Summary and Trends" in *Health Work and Physical Education,* Bulletin, 1932, No. 17, Office of Education, Washington, D. C.



Some activities in Bloomfield, one of the communities to benefit by the state's program.

Leadership makes possible a program of sufficient variety to appeal to all.

New Jersey Produces

ONE WOULD expect the "Garden State" to produce excellent potatoes, asparagus, strawberries and peaches. Still many of the qualities which make for success in agriculture yield success in other fields — recreational programs as part of the emergency relief projects, for example.

In the spring of 1932, the State Emergency Relief realized that food, shelter and clothing were only part of the relief needed. While these cared for the physical, they did not adequately meet the need for sustaining courage and hope, two qualities very vital to health—physical as well as mental. At that time they urged the setting up of reading and quiet game rooms in centers of population, and the use of school buildings as neighborhood community centers, and authorized that leadership might be used as work relief from the white collar unemployed. This resulted in a number of such shelters and centers being opened under unemployed leadership.

In the spring of this year, New Jersey faced serious curtailment of local recreation leadership due to cuts in budgets which meant the closing of play areas and reductions of programs generally. John Colt, Director of Emergency Relief asked the National Recreation Association to make a hasty inquiry as to just how serious the problem was throughout the state. On a basis of the needs revealed, Mr. Colt authorized the securing of resident recreation leaders with the highest education and experience qualifications to be found to be paid for from State Emergency Relief funds —the maximum not to exceed $20.00—$25.00 per week. The final wages paid ranged between $60.00—$80.00 per month.

The definite accomplishments for the summer were—154 workers provided in nine counties and thirty-six communities — twenty-two of which had leadership for the first time. Some county supervisors of leisure time programs were secured in order that they might promote the setting up of local recreation committees in new communities and secure leadership to be placed under them. In municipalities where a Recreation Department existed, the assistance ranged all the way from several supervisors up to an entire playground staff in one of our larger cities which had planned to close all its playgrounds.

This program was so worthwhile in results accomplished that the State Administration has engaged Mrs. Marjorie Geary Woodlock as Director of Leisure Time Programs in order to develop and carry on the winter work particularly directed towards youth and adults. She was formerly on the Association's staff and Director of the Community House and Recreation Program at Dalton,

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What Will We Do With Our Time?

By JOHN H. FINLEY
Associate Editor, New York Times

SO FAR as I know I was the first person in America specifically to urge — as I did in an address twenty years ago—that one of the aims of education should be the preparation for the best use of leisure time. I discovered after I had reached this conclusion that Aristotle had said the same thing over two thousand years ago. Indeed he made training for leisure the chief end of education. But he was thinking of the small leisure class and not of the many as we are today. I am now ready to say that the use of free time will become the chief social problem when the whole nation has been put to work for a shorter day and week. And it will be a much more difficult task of society to get people to use their free time wisely than to labor efficiently.

Civilization began when the pure individualists of pre-historic ages (in the long and tedious leisure between the times of spasmodic labor) practiced their crude creative arts. Then there developed a leisure class and a working class, one-fourth having all the leisure, as in Greece, and three-fourths all the labor. Then everybody was set to work. But hardly was that done when it began to be seen how fatal it was to human development that everybody should work all the time, and the hours of work were restricted: first for children (that they might grow and learn the fundamental lessons of the race), then for women and lastly for men as well. And now civilization is entering upon a new day with a longer afternoon of leisure. I say afternoon for I am remembering Owen Young's mother's definition of unemployment and leisure: "It is the worst thing in the world to have a man sitting around the kitchen stove after breakfast. It is the nicest thing to have him come home early in the afternoon."

An Interesting Coincidence

It is a coincidence which others must have noticed that the National Recovery Administration and the National Recreation Association have the same initials. They are both N. R. A. movements in that they both have a national construction and reconstruction purpose—the one an economic recovery primarily, the other a personal development or recovering of strength and of spirit. The second has a very definite and sequential relationship to the first. The National Recovery Act will shorten for millions the work period in the day and week. The National Recreation Association seeks to make possible the most beneficial use of the longer periods of leisure which the codes have suddenly provided. Having been devoting itself for a quarter of a century to this very problem of making joyous, creative and especially recreative use of leisure time for whole communities, it is prepared to be of service in this new era of man's freedom, due to his enlarged free time. He may have lost some of his freedom in his hours of work. He has added to his freedom in his hours of leisure. In the planning for this new time—this "New Deal" as it is called—there should be every possible budget economy but it must be remembered that because of this very marked increase in leisure there will be the greater need of both educational and recreational services in every community of the land.

Recreation and Crime Prevention

I have been asked to speak especially about the part that recreation has or may have in crime prevention. But I would rather speak of the positive side of recreation that in its compelling interest would in itself reduce the delinquency budgets. The total estimated cost of crime in the United States is upwards of $350,000,000; in New York City alone

This address by Dr. Finley was one of three delivered on August fifteenth over a nation-wide network for the National Broadcasting Company in a series of lectures on government sponsored by the Committee on Civic Education by Radio of the National Advisory Council on Radio in Education and the American Political Science Association. Under the general subject, "Reducing the Recreation Budget," addresses were given by Dr. Finley, Colonel H. Edmund Bullis and Roy Smith Wallace. The addresses are reprinted here by courtesy of the *National Municipal Review*.

over $50,000,000, a per capita of $7.76, while the cost of organized recreation in parks, playgrounds and school centers is only 22 cents per capita. The best way to reduce the total combined budgets of recreation and crime is to increase the provision for recreation. It will show itself in more than a commensurate cutting down of the crime budget. This is demonstrable. I regret that I have not the time to give supporting figures.

I turn again to stress the importance of saving to the good of the individual and society those hours of free time suddenly added to the calendar of millions—of making them more beneficient hours than they were as work hours.

I was brought up on a Sunday school song which began "Work, for the night is coming." It seems now, by reason of restricted hours of labor and the agonizing extent of unemployment, quite out of date. What we need to buoy our hearts is a song for the hours that can no longer be filled with work—the hours of free or compelled leisure — but should none the less be used to make life as abundant, happy, and useful as it was for those who sang a half century ago with ardor the song of work which enjoined us to "work thru' the morning hours; to work while the dew is sparkling; to work mid springing flowers; to work while the day grows brighter, to work through the sunny noon; to fill brightest hours with labor, to give every flying minute something to keep in store; to work under the sunset skies, to work while the last beam fadeth, fadeth to shine no more; and even to work, while night is darkening, when man's work is o'er."

Many cities have found it economy to reduce delinquency budgets by providing recreation

A Substitute for Work

It was a joyous song whose only sad line was "when man's work is o'er." The sad experience of the last few years is that millions have had no opportunity to "fill brightest hours with labor."

Substitute for the word "work" one which suggests the fullest active enjoyment of the hours which have been released for one's free use and you have a song for a new day and for the "New Deal," as it is called. I should use the word "play" if it still kept its original meaning, which was to "occupy one's self busily about a thing or person," to "cultivate," to "exercise one's self habitually in an action," to "rejoice" and "be glad."

But "play" is not quite comprehensive enough in its usual definition, though heaven knows, we need even play, just play for thousands of children who can have it only at their peril in city streets. But the word recreation is broad enough to include "play" in its every expression and also many activities that are usually not thought of as play—music, the drama, the crafts, every free activity and especially creative activity for the enrichment of life.

And the moral of all that we have said is that some of this provision has to be made by the communities. The individuals cannot do it for themselves. National provision for recreation is an essential corollary of recovery: so now we say with Shakespeare "Come now my Ariel bring a corollary."

"The idea is dawning that we must first learn how to live. Slowly and painfully, here and there, among the few rather than the many, a new vision is forming of a world in which the main objective of human effort will be free, rewarding and joyous living."—*Wellesley College Quarterly*

Reducing the Recreation Budget

By ROY SMITH WALLACE
National Recreation Association

THE COST of carrying on public recreation work is not large. The total budgets for about 1,000 cities as reported yearly to the National Recreation Association indicate a total expenditure in 1930, the peak year, of $38,500,000; and in 1932, of $28,000,000. Please note that the 1932 expenditures represent a 28 per cent cut from the maximum expenditures attained in 1930.

These expenditures represent a very small proportion of the total budget of the cities of the country. For instance, in New York City, the total expenditure of over $1,600,000 represents a little over 1-5 or 1 per cent of the total budget of the city for 1932. Large savings in governmental expenditure obviously cannot be made in such insignificantly small budgets.

Per Capita Cost Low

Not only is the total cost small, the per capita cost also is low. In New York, the public recreation work of the park departments and of the board of education, including the playgrounds, athletic fields, indoor recreation centers and a rich recreation program and serving in 1932 over 40,000,000 attendants cost only twenty-two cents per capita of population. In other words, for the cost of one admission to the movies, or of a half hour of playing pool, or of a pack or two of cigarettes, the citizens of New York provided for themselves and their children public recreation, indoor and outdoor, for 365 days of the year. Costs vary, but investigation will prove that public recreation supplies wholesome recreation at a lower per capita cost than can be provided in any other way.

All this does not mean, however, that the recreation budgets of the country should not stand their share of the necessary reductions. Indeed, as I have indicated, they have already suffered a 28 per cent cut.

"There are makers of budgets who classify services such as police, fire, sanitation and health as primary, and recreation, education and welfare, including allowances for parks, planning and other activities, the results of which are not immediately and directly visible, as secondary, and who insist that those activities classified as secondary shall stand the cuts. This view is a mistaken one. . . . . If you have less public recreation you will surely have to pay for more delinquency and sickness. The so-called secondary services are newer and not so well understood as those classified as primary, but they are equally important."—*Murray Seasongood*, ex-Mayor of Cincinnati, Ohio.

Budgetary Cuts

First as a method of budget reduction have been cuts in salaries which have ranged from 5 to 20 per cent. Then there has been an almost complete elimination of new capital developments, a retardation to some extent replaced by the use of unemployed labor on work-relief projects in the recreation field.

Next we must report staff reductions, chiefly through the failure to enlarge the staff up to the usual size for the extra playground services required in the summer, and then also through dropping various types of special workers. In this respect the situation in recreation is comparable to the situation in education, where special teachers and special supervisors have so largely been eliminated. In the recreation field, special workers in story-telling, handcraft, music, drama, and athletic activities for women and girls have in many cases been left out entirely.

There has been also some decrease in the amount and cost of the supplies and equipment ordered, that is in the number of baseballs, bats, volley balls, handcraft supplies, etc.

Finally there has been, so to speak, a dilution of service by the use of volunteers and of the unemployed to supplement the services of a skeletonized professional staff. This has been accompanied of course by an increase in the number of training institutes

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and other devices used to increase the competence of these inexperienced workers.

Quantity and Quality Suffer

All of *these* methods of budget reduction have reduced not necessarily the *quantity* of the recreational service offered by the communities but in most cases the quality of the work done.

Quantity has suffered also. For instance in 1932 there were reported to the National Recreation Association a total number of 6,990 playgrounds in operation. This is a decrease of nearly 700 from the 7,685 in operation in 1931. There were only 1,629 athletic fields in 1932, contrasted with the 1,834 of 1931; there were 4,161 baseball fields as contrasted with the 4,396 of 1931 On the other hand there were a large number of indoor recreation centers open, namely 2,648 in 1932 as contrasted with 2,536 in 1931. Many of this larger number in 1932 were however, open for fewer afternoons and evenings per week.

Courtesy of the Cleveland News

One of the features of a campaign which resulted in restoring the entire playground budget.

Increased Need for Service

It should be borne in mind too that the present depression which has made it so imperative to cut budgets has greatly increased the need for recreational services. Men, women and children have fewer dollars to spend on recreation at the movies, at summer camps, at vacation resorts, in pleasure touring, etc., and they turn more than ever before to the free public recreational facilities. Furthermore there is a tremendously urgent need on the part of unemployed adults for something worthwhile to do with their enforced leisure. Idleness can be and is thoroughly demoralizing and hundreds of thousands of the unemployed, especially the young adults, have taken advantage of the public recreational facilities to keep up their physical fitness and their morale.

There has been therefore a general increase in the services rendered by the public recreation departments. The playground attendances for instance in 1929 were 159,000,000 as contrasted with 236,000,000 in 1932, an increase of 47 per cent. In the recreation centers in 1929 there were about 24,000,000 attendances whereas in 1932 the attendances numbered 34,000,000, an increase of about 41 per cent. The attendances at the summer playgrounds in 1932 showed an increase *per playground* of 45 per cent over 1931. Attendances at indoor swimming pools *doubled* between 1931 and 1932.

All recreational leaders have reported a very heavy increase, for both the playgrounds and the recreation centers, in the proportion of young adults — mostly unemployed — in attendance at these centers.

Public Responsibility

It would seem desirable and important that cuts in recreation budgets, at this time when the need

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Play and Keep Mentally Well

By H. EDMUND BULLIS
Executive Officer
National Committee on Mental Hygiene

A prescription for all who would safeguard themselves against mental illnesses

> **"There is as much wisdom in cutting the recreational budget at this time as there would would be in curtailing the work of the health department in the midst of an epidemic of smallpox."**

TODAY IN THE hospitals of the United States there are more patients suffering from mental diseases than from all other diseases combined. In 1930, according to the last annual enumeration of the Federal Census Bureau, there were nearly 400,000 patients under care in our state mental hospitals alone, at a total cost to our taxpayers of about $250,000.

Cost of Mental Disease

New York spent almost $45,000,000 in 1931 on maintenance of patients in institutions for mental disease. During the same year Massachusetts spent nineteen cents of every state tax dollar on the care of the mentally deranged.

About 75,000 new cases are admitted every year. At this rate, allowing for deaths and discharges, the population of our mental hospitals is increasing by about 10,000 a year. A recent study of mental-disease expectancy in New York State showed that one person out of every twenty-two becomes a patient in a mental hospital sometime during his or her lifetime.

Prevention the Best Cure

These figures will give you some idea of the staggering burden of mental disease in the United States at the present time. While the recovery rates in mental hospitals are steadily increasing, thanks to improved methods of treatment and to the stimulus of the mental hygiene movement, our greatest hope of reducing the tremendous expenditures for the mentally sick lies in prevention.

For the past twenty years the energies of the National Committee for Mental Hygiene and its affiliated state and local organizations have been increasingly devoted to the development of mental hygiene activities in colleges, schools, clinics, courts, and at other points in the community strategic from the standpoint of prevention. Our prospects for the reduction and control of mental disorders depend ultimately upon the building up of an adequate community organization and the encouragement and support of medical, educational, social, and other community measures favorable to the creation of a mentally healthful environment.

Among these none is more important than those which have to do with the development of recreational and other resources of the community that serve the leisure-time needs of our people and contribute to the preservation of their physical health. A sound mind in a sound body is still a good adage.

A Complex Problem

Unfortunately, the prevention of mental illness is not as simple as the prevention of typhoid, tuberculosis or diphtheria. Our problem is more complex. We know the kinds of backgrounds—such as family situations, troubled states of mind, mental conflicts, and painful life experiences that so often lead to one form or another of insanity and the lesser forms of mental disorder. The removal of such causative factors, however, requires a complicated method of procedure and individualized study and treatment in every case.

We cannot offer a mental-health blue print of rules and directions comparable to vaccination and other protective devices such as are employed in the general field of public health. We do know, however, that people who are kept well occupied and not unduly subjected to fears and worries,

are by that much freer of the threat of mental disease. Occupational therapy has been of enormous value in the treatment of the mentally sick. It is by the same token a powerful preventive of mental and nervous disorders. Recreation—one form of occupational therapy—is a vital factor in personality development, and no community can consider itself adequate that does not make extensive use of the benefits of recreation. It is one of the best prescriptions we can give for those who would safeguard themselves against mental illness.

Depression's Influence

The present economic crisis is exposing thousands of people to the mental hazards of anxiety, fear, insecurity, and the stresses and strains that naturally spring from unemployment and economic distress. Our mental hospitals report a marked increase in new admissions and readmissions during the past year which they ascribe, in part, to depression conditions. Thus, we see that there is great need for communities to concentrate more intelligent thought, more money, and more effort than ever before upon properly planned recreational programs that in the long run contribute to prevention and help to stem the tide of increasing insanity.

Food, clothing, and shelter are essential but they are not enough. If the unemployed are to maintain a normal balance, they must have something in addition to what is ordinarily provided by relief agencies. They need opportunities for wholesome emotional outlets; they need substitutes for anti-social behavior tendencies; in short, they need help in restoring a morale which has been in a majority of cases badly shattered.

It is not an easy matter for self-respecting people, who are willing to earn their way, to have to accept relief. They are unhappy and wretched, discouraged and depressed, even when their physical needs are provided for. They are being added to that large class of maladjusted people who feed our mental hospitals.

Effective Antidote

Man does not live by bread alone. The spiritual hunger that comes from lack of something to do is second only to the physical hunger that comes from lack of food. Material relief may prevent starvation but it will not prevent the mental morbidity that so often leads to suicide, anti-social attitudes, discontent, and a general loss of character and morale. Wholesome recreation is an effective antidote to all of this.

During the World War, as an officer with the A. E. F., I had ample opportunity to observe the great morale-building forces of recreation at work among the troops. There was a concerted and organized drive to provide recreation for our soldiers, because it was felt that the emergency required it. A far greater emergency exists today among our unemployed who have not even the consolation of being considered heroes in a great cause.

In the light of these facts it is disheartening to find that instead of extending their recreational facilities at this time, many communities are shortsighted enough to treat recreational expense as a handy item for drastic budgetary curtailment. Regarding recreation as a luxury, they find it easier to reduce these facilities, in some instances even eliminating them entirely, than to practice economy all along the line. To the officials of such communities—and to the people who elect them to office—we leave this parting warning: There is as much wisdom in cutting the recreational budget at this time as there would be in curtailing the work of the health department in the midst of an epidemic of smallpox.

"An organization which has been bringing more abundant life into a community can meet only a fraction of the obvious need for such an organization. The plans of our lives both for ourselves and our families are shattered. The collapse of our hopes is so complete that we think no longer in terms of discouragement but in thoughts of despair. We are in danger of conforming to our world; it would be easy now to let the lines of our spirit fall into the pattern of despair.

"And yet never was there such need for creative spiritual insight as now. Those who possess it will find new ways for making secure for themselves, their community and their world those values which belong to the hidden empire of God."—*Rhoda E. McCulloch,* in the *Womans Press,* July-August, 1933.

Home-Made Music

By EMANUEL ELSTON

IT IS FREQUENTLY said that Americans are not musical as a people. Is this to be interpreted as meaning that musical capacity is lacking? There is no proof. But in another sense it is only too true that we are not a musical people—in the sense that a musical people is a people who made music either by singing or by playing, or by both.

The Italians, the Germans, the Russians are musical, not only because they have given the world great musicians and composers, but essentially because music-making is universal with them. We should, perhaps, be nearer to the truth if we said that these nations produced so many great musicians because the people themselves are so interested in making their own music that they have provided a stimulating musical environment in which musical genius thrives.

There is no reason to believe that Americans have less actual musical capacity than others. But as a nation occupied with the bustle and turmoil of exploiting a continent, we have been content to buy our music from those reputed to be technically trained and equipped to furnish it. It has not, apparently, occurred to us that if the joy in listening is great, the joy in making music is even greater.

As a nation, we get even our ubiquitous jazz vicariously. We have abrogated our right to express ourselves musically and, unfortunately, music teachers have made little effort to discourage this surrender of our rights. They, too, have worshipped the fetish of music for trained musicians only. We have laid down our musical heritage as a sacrifice upon the altar of false idols—the idols of skillful digitation at an instrument and technical perfection of vocal utterance. It would be just as wise to surrender our right to speech and to permit only those who have had training in elocution and oratory to do our thinking and speaking for us. (There are those to be sure, who maintain, in view of the sad plight the country finds itself in at the present time, that Americans are guilty of having done even that.)

True appreciation grows out of shared pleasures which are really enjoyed by grown-ups as well as children. This is the theme of Mr. Elston's article published by courtesy of *Child Study* and of the author.

Importance of Singing

Dr. Surette has said, "We are all more musical than we are thought to be; we are all more musical than we get the chance to be." We might add that we are all more musical than we *give* ourselves the chance to be. How, it is asked, can we possibly make music, if we have had no training? The very question reveals the false idols to which we have paid homage. We fail to realize that nature has provided us with the most beautiful of all instruments, the voice, which we can use as easily for the making of music as for the making of speech. We have worshipped mechanical perfection so much that we have applied the same criterion to the music that we might make. We have felt that only those blessed with unusually beautiful voices may sing. But why? Do the Russians, the Germans, the Italians have any such notion? No, they have not surrendered their inalienable right to self-expression through singing.

Singing is as natural a manner of expression and as universal a capacity as speech. It is not merely the technical perfection and mastery of the voice, but the very process of singing itself that gives pleasure. Many adults have been misled by others or by themselves into believing they cannot "carry a tune." The number of real monotones in our population is probably no greater than the number of persons who are deaf and dumb. Adults and children who have convinced themselves that they cannot sing, do not sing—not because they really cannot, but because they have lost faith in their ability to do so. More often than not, the inhibition dates back to childhood, to the time when the individual has not as yet "found" his singing voice. Having been told from then on that he cannot carry a tune, that he

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cannot sing, he never again even tries. This is what frequently happens to those children whom the public schools classify as "listeners," a misnomer, if there ever was one, since most children thus designated neither listen, nor know how to listen to music. Having been so dubbed, they receive no further help in learning to listen or learning to sing. Much havoc is wrought by this policy of telling those children who have any difficulty in carrying a tune that they must not even attempt to sing. They become conditioned for life and are frequently deprived of the right to further musical development through the prevalent misconception that inability to carry a tune is indisputable evidence of complete lack of musical capacity. This, in spite of the fact that many very musical children and adults cannot carry a tune, usually because they have never been led to "find" their singing voice and because they have been completly, although unjustifiably, discouraged.

Music education should rest on a foundation of singing. The voice is the most natural and the most beautiful of all musical instruments. Children and adults can and should sing, regardless of cultivated technical perfection. The aim of singing should be the pleasure to be derived from it, rather than technical perfection or voice training.

Family-Made Music

There is nothing that encourages children's interest more than music made by the family. Probably the most significant way in which parents can be of service in their children's musical development lies in encouraging and stimulating them to sing. This should not be interpreted to mean that the children should be given vocal training, but rather that they should be given rich musical experiences, through the utilization of that beautiful, intimate instrument which they carry about everywhere with them. The home can help to make music functional and vital in the lives of all the members of the family. Children need never feel that music exists for the sole purpose of forcing them to practise.

Folk songs, the simple, beautiful musical expression of the human race and the basis of most good music, might well constitute the essential material of family singing. They are easily learned and are enjoyed by adults as well as by children. Any child who is studying music in a progressive school can easily teach what he learns there to the other members of the family. Of course the family need not depend upon this source alone for its repertoire. There are many excellent collections of folk songs and every family is acquainted with someone who could help them to learn the tunes. Nothing better could be desired than a repertoire of folk songs for the development of good taste in music. Theodore Thomas once said that "popular music is the music we are familiar with." With a background

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A group of children in Birmingham, Alabama, happily engaged in making their own music.

Courtesy Park and Recreation Board, Birmingham

Recreation As a Preparation for Life

When we spend tax funds for things which build up children's health and character, we are spending wisely.

By
MRS. FRANKLIN D. ROOSEVELT

I AM SURE that every one in this room is interested in children and their recreation as a part of their preparation for life. Recreation, as you all know, is becoming more and more important to us because we are going to find that we will have more leisure time, and therefore, when the children are children they must learn to use leisure time. For this purpose there is nothing more important than our parks and playgrounds, and our recreation centers. We need not only the space and the equipment, but we need directors who are wise in the training of children. There are many things that can be learned in the playgrounds. We can learn good sportsmanship; we can learn unselfishness; we can learn loyalty, and we can learn the necessity of give and take, which is perhaps one of the most useful lessons for future life—being able to mix with a group and work for the good of a team rather than for our own individual satisfaction. Many lessons can be learned very easily on the playgrounds if there are people there who can direct the play and wisely teach the children.

A Wise Use for Tax Funds

There is a great deal which may be said about the cost of taxes to the people for recreation facilities for children, and this is a subject which I am sure that somebody far better equipped than I am has discussed. But in a general way I want to suggest to you what has always seemed to me the very best argument for this kind of taxes. When we pay taxes for things which build up children's health, which build their character, we are paying taxes for constructive things for the future. We all know that a great deal of juvenile delinquency and crime could be prevented if more children could be supervised in their play, and could be induced to join in playground activities; and when we consider what it costs us as taxpayers in the waste of human beings when they become criminals and in property, or property belonging to human beings through lack of education and lack of recreational facilities for young people, I think that all of us will agree that we can well afford always to pay taxes for the things that are going to make better citizens for us in the coming generation. This is particularly so now when we are preparing young people for more leisure time. The more we can give our young people in parks and playgrounds, a love of the outdoors, a love of the feeling of being in good condition and feeling well, the more it will tend to fill their time profitably and to give them a side which can well be developed and help them to fill many hours of leisure time.

I am always impressed by the remarkable programs which our various settlement houses and different groups that are interested in children carry on in their work, but I still feel there are many, many children that could be reached and should be reached in a big city like New York and many other cities throughout the country. I think New York always stands as the example which is followed along many lines, and I hope that we will always be able to point to our parks and playgrounds and our recreational facilities for children, and to say that

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On October 3rd Mrs. Roosevelt addressed the New York City Recreation Conference held under the auspices of the Recreation Bureau, Department of Parks, Manhattan. Hon. John E. Sheehy, Park Commissioner, presided at the conference. Addresses were made by George Gordon Battle and by Roy Smith Wallace. Other features of the program were musical selections by the University Concert Orchestra, and a demonstration of dancing by children of the park playgrounds.

"The open air and the earth under his feet are as necessary to the child's healthy growth as the water is to the fish or the air to the birds."

Courtesy Ministry of Hygiene and Physical Education, Czechoslovakia

More Time for Play

By ANGELO PATRI

IF I HAD SO LITTLE money for school activities that I had to enlarge the classes and overwork the teachers and all that, I would cut down the classroom work and extend the play activities. You see, children understand about play. They don't need so much supervision nor so much instruction when they are playing in the open air as when they are studying in the classroom. Nobody has to remind them to finish a game of ball. Catch a child stopping before the final moment. Not he. He begins another game as fast as he can for fear you might notice he has finished and give him something to do, something improving, as it were.

Play Is Serious

Play is the business of childhood. And a serious business it is. Nature ordained that play should be the method of a child's growth. His muscles and nerves must be coordinated before they can serve him, and play is the answer to that problem.

He must learn to give and take, to help a job forward, to give all he has in an effort to get what he wants in cooperation with his fellows, and play is the answer to that. He must learn to find his place in the group and maintain it in spite of all comers, and team play is the answer to that.

The open air and the earth under his feet are as necessary to his healthy growth as the water is to the fish or the air to the birds. It is not possible to rear healthy, well-adjusted children in closed rooms. The best ventilating system put on the market must take a lower place when fresh air, filtering through sunshine, is offered in its stead. No air, however cleansed, humidified, heated and cooled can take the place of the air that rides in the chariots of clouds driven by the winds and warmed by the sun.

A Means of Education

Play is a good use of a child's time. I believe that children learn better and retain more if they have plenty of free play in the open air than if they sit for long periods in the classrooms under the strain of questioning, tests, study and recitations to recording angels.

There is a distinct relation between play and work. A child carries his play habits into his work because his work is but the continu-

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The article by Mr. Patri which appeared in the March issue of RECREATION aroused so much interest that we have obtained permission from the Bell Syndicate, Inc., to reprint an article which was published in the April 6th issue of the Chicago daily newspapers and papers in other cities. The article was entitled "More Time for Play Is Necessary Relief for Children and Teachers."

The Uses of Leisure

By EDWIN R. EMBREE
President, Julius Rosenwald Foundation

IN CONSIDERING the uses of leisure, let us inquire first whether there is any great likelihood that we are going to have more leisure. It would be too bad if we went to a lot of trouble to prepare for quiet enjoyment and then found that after all leisure was not forthcoming in any large chunks.

The answer seems really pretty clear. Machine production and efficient division of labor have created a new era. A movement which we call the Industrial Revolution, starting about a hundred and fifty years ago, has been changing the material conditions of our life until today food and clothing and supplies are available in an abundance undreamed of in any other age.

Up to the industrial era, mankind had been engaged in a desperate hand struggle to ward off starvation and privation. With the harnessing of steam and the invention of power-driven machinery, it began to be possible for the first time in history to manufacture goods fast enough to keep up with man's needs. All those things which for ages had been slowly and laboriously made by hand began to be attacked by the all-efficient machine. Cotton cloth could be spun in Manchester to clothe the whole world. Shoes which had previously been wrought by hand in single pairs were manufactured by the million. Chairs and tables which a Phyfe had devoted a lifetime to making were turned out in standard thousands. Scientific farming served by mechanical slaves and extended by new methods of preservation began to be able to supply food for the whole world. Conveniences of the most ingenious sort followed: telephones, central heating, refrigeration, electric lights, vacuum cleaners. Finally, a deluge of handsome toys came pouring into a gleeful world: bicycles, automobiles, phonographs, radios. We live today in a world of plenty undreamed of by our forefathers. Thanks to the almost miraculous efficiency of machines we can produce enough food and clothes and supplies to meet the material needs of the entire human race.

It is true that there are still individuals who do not share in this new plenty, but that is because of the faults of our distributing machinery, our finance and economics, not because of any lack of real abundance. Even in the midst of the present depression we still have a veritable embarrassment of plenty. In fact, due to the astonishing lacks in our economic system, it is this very abundance which has upset the financial applecart. We have the amazing spectacle of people starving because there is too much wheat in the elevators, too much corn and hogs and cattle on the farms; people unable to get clothes because there is too much cotton and wool, having to go barefoot because too many shoes have been manufactured, walking the streets because there are too many automobiles, too many trucks, and trains. The new abundance is so great that it has broken the back of our inadequate systems of finance and distribution.

We can and will straighten out the superficial snarls in our economic order. And meanwhile machine industry is being further perfected every day. We are really in a new era. Man no longer needs to spend his entire time and energy in a mad struggle against starvation and privation. Machines are our everlasting slaves. They will hereafter do most of our drudgery. On the average a few hours of work by each of us during four or five days a week will supply in full measure all the necessities and all

Radio Talk Under Auspices of the American Library Association, May 18, 1933.

Mr. Embree's article is used through the courtesy of *The Library Journal* in which it originally appeared. Our readers will be interested to know that the September 15th issue of the *Journal* was the third in its series on Leisure and the Library. This special number takes up the subject of vocations and continues the discussion of human interests, or hobbies.

the luxuries we can use.

We enter a new freedom. No longer oxen or mules, we now have the opportunity to live as men, even as the Sons of God whom we have so long claimed to be. The only questions are: Can we take advantage of this new freedom; can we change our mental outlook from that of the drudging mules we have had to be throughout the ages and really enter upon a growth toward our god-like heritage?

In the period of unemployment people have turned more than ever to reading as a satisfying means of employing their leisure time.

It is not going to be easy to do this. It doesn't take much imagination to work twelve hours a day and tumble into a weary and sodden sleep at night. Long drudging work has been a great opiate. It has kept most men stupid and dull as dumb driven cattle. It will not be easy for us to accept the responsibilities of the new freedom—this freedom of leisure.

I have just returned from a survey of Java and the other islands of the East Indies. In many ways the people of these beautiful islands are wiser than we. They know that life is to be lived and enjoyed. They realize that drudgery is a curse. And, while they work harder and longer hours than we do in the Western World, they know that labor is not an end in itself, but simply a means of providing materials for real living.

At the end of a hard day of labor in Java and Bali, the people come joyously at twilight for dancing and singing, for playing on the gamelon orchestra, for story telling and the spontaneous acting of folk dramas. In these islands work, even in the day time, is not allowed to interfere too much with enjoyment. The rice fields are kept beautiful not only that the yield may be great, but from a love of creating a beautiful landscape. Labor is often interrupted for village festivals or celebrations in the temples. Drama and song and dance are frequent offerings in honor of the seasons, in thanksgiving over work accomplished, or just in the sheer joy of living.

Lacking the wealth of the West, having to work much harder than we because of crude tools and poor division of labor, nevertheless these people have not allowed themselves to slump into ox-like stupor. Constantly in every form of art and expression, they are exuding a full and humane life. If we are to enter our new heritage of leisure, we also must begin to understand that enjoyment and enrichment are the real purposes of life, that labor is only a means to the goal of full rich living.

There are a thousand ways in which different ones of us will work out lives worthy of the Sons of God. I mention only one of them: the reading of books.

Man is different from all the other animals in that he uses speech. He has perfected this most amazing of his tools—language—so that he not only conveys ideas directly to his neighbor but can put this talk onto paper and pass it around for thousands to read today and study in the years to come.

All man's brilliant discoveries are recorded in books, so that any of us may learn what the wisest have searched out. The thinking of the sages is written so clearly that even children can begin to follow the keenest reasoning and the deepest thinking. Poems make crystals of beauty. The most graceful and delicate imaginings are offered to us in stories and sketches. The single book, *Alice in Wonderland*, has carried hundreds of thousands of children—and grown people, too—into gorgeous worlds of fantasy they never could have entered by themselves. Through one volume, the *Bible*, we have the history and folk lore of one of the most interesting of races and for two thousand years millions of us have been able to hear the teachings of an humble inspired prophet as he walked the shores of Galilee.

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When You Do Your Christmas Planning

Some of last year's experiences in planning for Christmas may suggest ideas for this year's celebration of the festival. There will be increased effort everywhere, through municipal departments and private groups, to insure a Merry Christmas in which all may share.

EACH CHRISTMAS more toys are being collected, reconditioned and distributed through recreation departments and similar groups; every year shows a greater effort put forth to make Christmas a day of good cheer and happiness for all.

The activities recorded here are being developed in cities throughout the country.

Christmas Shops

The Waco, Texas, Department of Recreation has an institution known as the Toy Chest which each year collects all kinds of toys, whether they are in good condition or not, for the children of the city whose parents are not able to supply them with toys. After the toys have been collected they are reconditioned by the firemen and other groups and are systematically distributed.

In 1932 the Department held classes in handcraft in nine of the city ward schools—thirty-four classes in all—under the leadership of a competent director. These classes made about 75 stick horses, many of them with stuffed heads and all painted in bright colors, and 50 doll beds and other articles of doll furniture. One of the women's clubs made over a hundred mattresses for the beds. Still another women's club made 35 stuffed animals which were turned over to the Toy Chest for distribution. Groups of Camp Fire girls took fruit and candy to the charity wards of several hospitals. The Negro Department made toys and distributed fruit and candy to a negro orphanage and day nursery.

The Social Service Division of the Department of Recreation provided leadership at a number of Christmas parties or arranged suitable parties on request. It also loaned Santa Claus costumes to many organizations.

About 800 toys were made in the summer playground shops by the boys of Long Beach, California, for distribution through the Christmas Cheer Fund. The toys were a real contribution to the needy children of the community.

Four hundred and fifty remodeled toys and 25 toy airplanes made in the handcraft classes were distributed by the Detroit, Michigan, Department of Recreation to children in hospitals and institutions. Many recreation departments are following similar plans in connection with their Christmas celebration.

A Toy Information Bureau

During the month of December 1932, the Recreation Commission of Amsterdam, New York, conducted a Toy Information Bureau. Noting that the average clerk in the department stores or shops where toys were sold had little knowledge as to the correct toys for children to have at different ages, the Commission decided to gather as much data on this problem as possible and to make it available for shoppers. Plans included running an article in the daily press before parents did their Christmas shopping. Another important feature of the plan was the presentation of the project to each merchant handling toys. The response was gratifying. Immediately the Commission was given a complete list of the merchants' toys so that if a mother, father or other individual interested called and asked for information on toys, after the information had been given it would be possible to say that the suggested toys could be procured at certain local stores. There were a number of calls for information, and the plan stimulated a great deal of interest and favorable comment among the citizens.

Christmas in Foreign Lands

The Department of Recreation of the Sioux City, Iowa, public schools and the Recreation Council last year sponsored a Christmas celebration in which methods of observing Christmas in foreign lands were featured.

Contact groups were appointed early in November, and by the first of December the basic foundation of the program was complete. The plan

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as outlined by John E. Gronseth, Director of Recreation, was as follows: The twenty or more nationalities interested in taking part were arranged in groups of kindred nations —

The Latin speaking group	Swedish
Mexican	German
Spanish	Danish
Italian	British Isles group
Slavic group	English
Syrian	Irish
Greek	Scotch
Lithuanian	Welch
Polish	All American group
Russian	American born, including Negro
Teutonic group	
Norwegians	

The program opened with a meeting of the Latin speaking group on Monday, December 12th, in the Woodrow Wilson Junior School auditorium. Approximately 300 were in attendance. On Tuesday afternoon the Slavic group met at East Junior with an attendance of about 600. No special program was held on Wednesday because of the fact that "The Messiah" was presented. It was necessary to have two programs on Thursday night. The All American and the British Isles groups met at West Junior and North Junior with attendances of 400 and 700 respectively. Friday evening the Teutonic group met at East High School with an attendance of approximately 900.

On Sunday afternoon a composite program was arranged in the form of a pageant, high lights from each weekly program being introduced. The pageant, "They Come Bringing Gifts," written by Miss Hulda Kreutz of the English Department of East High School, was presented with John Peterson of Morningside College serving as reader and interpreter. The Morningside string quartet provided music. The program was very effective and the attendance was approximately 1,200.

The results of the undertaking were gratifying. All groups participating signified their desire to conduct a similar project next year on a larger scale. This series of demonstrations was given without cost to any individual or department, all services being donated. The use of the school buildings was granted by the Board of Education, and there was no admission charge.

In the Chicago *Tribune* for December 25, 1932, Professor William F. Ogburn of the University of Chicago published an article on the significance of Christmas in human experience. He points out that there were festivals at the winter solstice long before Christianity. Primitive farmers and hunters had marked "the coming of more sunlight" and the rhythm of the seasons was more closely linked with the rhythm of the human spirit than seems to be the case in western industrial areas.

Furthermore, the present Christmas is enriched from various heritages. "The Druids contributed the rites of the mistletoe; the Scandinavians brought the custom of burning the yule log; the Germans added the ceremonies surrounding the evergreen, and the Christmas tree. . . . .

"An institution of so great a tenacity, far greater than that of nations and governments, can only symbolize how longingly the human heart searches for the first signs of a new day which will lessen its sufferings and give hope of better things to come. . . . .

"This is not the time nor the place for the charts and graphs of economic analyses, and though hope springs eternal in the human breast, we are surfeited with erroneous predictions and false prophets.

"All wisdom is not contained in charts and graphs and this season of

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Courtesy National Tuberculosis Association

And the time is fast approaching when we buy Christmas seals!

How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

With the more technical details of the performance mastered, then comes by far the most enjoyable phase of rehearsing when the actor is free to throw himself into his part. This Mr. Knapp discusses as "Rehearsing for Sincerity."

THE MOST ENJOYABLE phase of rehearsing begins after the lines are learned and the stage business worked out. The more mechanical details of the performance have been learned. The actor's mind is no longer occupied with his lines and his positions. He knows them so well that they no longer require concentration. He is now free to throw himself into his part, to feel the emotion which he is expressing, to become the character which he is portraying. This is when some directors say, "Now you can begin to act!"

Two Important Questions

Immediately the two often-discussed questions concerning character portrayal and emotional expression will come to the mind of the reader. This is well, because they will undoubtedly be brought up by the actors.

1. How much emotion should the actor feel?

Is it possible for the actor to feel all of the emotion he is portraying to the audience, and if it is possible, is it desirable? Suppose a death scene is being enacted upon the stage. An actor must express great sorrow and bitter grief. Would he really feel all of this emotion? Certainly not, because if he did he would quite possibly break down, lose control of his voice, forget his lines and ruin the whole scene.

On the other hand, if he does not feel any of the emotion he is expressing, he is apt to be superficial, stilted and mechanical. Actors with many years of experience, and great ability may find it possible to portray an emotion sincerely without feeling any part of it, because their technique is near perfection. Amateur actors, however, as well as the great majority of professionals, do not have the experience and the great control of acting technique that the Booths, the Barnhardts and the Arlisses have, and necessarily must feel part of the emotion portrayed to avoid artificiality.

A common sense answer to this question might be: "Feel enough of the emotion to be sincere, but never so much as to lose control of mind, voice or body."

2. Should the actor retain his own personality, or submerge it into the character he is portraying?

A great many professional actors retain their own personality in every part that they play and might be referred to as "personality" actors. Will Rogers and Maurice Chevalier are examples. These actors act, it's true, but always as themselves. They do not pretend to be anyone else. They portray emotion and go through action to tell a story, but it is always Will Rogers and Maurice Chevalier whom you see. The great majority of motion picture stars are "personality" actors.

On the other hand, there is the character actor who first becomes another person, and then in this other form expresses emotion and goes through action to tell a story. He creates a different character for every part that he plays, submerging his own personality in this other being that he creates. The late Lon Chaney might be referred to as an almost perfect example of this type of actor.

Which type of acting, then, is of greatest value to the amateur actor, "personality" or "character"?

"Personality" or "Character"?

The professional has an advantage over the amateur. His audience doesn't know him personally. The amateur actor, however, is performing before his friends and neighbors. They don't

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Be Your Own Silversmith!

By VIRGINIA R. BRITTON
Richmond, Virginia

ARE YOU wondering what kind of handicraft you can do that is different and not expensive? Something that can be done in a minimum of space and with as few costly tools as possible? Did you ever think of making silver bracelets? Let me tell you of our experiences making them at camp and at William and Mary College.

All the equipment necessary is a pair of tin snips, a medium file and some Brillo (not the soap), all of which you can purchase in the ten cent store; a two ounce ball peen hammer that may be gotten from a hardware store, and a wooden mallet—the same one that you have been using for your leather work. A heavy wooden board is useful—one of your leather punching boards— but an anvil, a cedar post or any hard, firm surface except cement, which will scratch, will answer. At camp we found the tops of the cedar posts around the dining hall porch to be excellent. If you plan to etch your silver you will need an ounce of nitric acid, either concentrated or diluted, depending upon whether you want your etching to appear beaten or smooth, a medicine dropper, an ordinary candle and some matches. The silver that we have found most economical is German silver one inch wide by 22 B and S gauge, which comes in a long strip by the pound, about 11 feet to the pound.

To make a bracelet for the average adult, cut off a piece 6 inches long, round the ends with your snips and file them perfectly smooth, being careful to file just the edges and not scratch the bracelet. Take a piece of Brillo and polish your piece of silver, rubbing back and forth the length of the piece. Be careful to polish always in the same direction or you will find your bracelet scratched. Do this on both sides. If you wish a plain bracelet, take your wooden mallet and holding your strip against something round —the leg of a chair will do nicely—bend it to fit your arm.

Perhaps, though, you would prefer a hammered bracelet. If so, after you have polished your strip and before it is shaped, take your ball peen hammer and, placing your strip on the punching board or whatever you have found to use, hammer it with firm, even strokes that are not too hard. As you progress the hammered part will curl up slightly. Merely turn your silver over, and with the broad, flat end of your hammer hammer it flat, then turn it over and proceed. Now bend it, and your bracelet is finished.

Suppose, however, that you would like an etched bracelet. That, too, is easy to make. After you have rounded the ends of your strip and before it is polished, drip wax on the part of it upon which you wish your design and draw the design right on the wax, removing the wax where you wish the silver to be etched. (By removing the wax from the design it will be lowered, while by removing the wax from around the design it is raised since the silver exposed to acid is eaten away.) With your medicine dropper drop the acid on the silver of the design and when the reaction stops, that is, when it stops smoking and bubbling, put it in soapy water to

The three stages in the making of a silver bracelet by girls of Houston

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Waging War on Juvenile Delinquency

By KARL G. JOHANBOEKE
Division of Recreation, Department of Public Welfare
Louisville, Kentucky

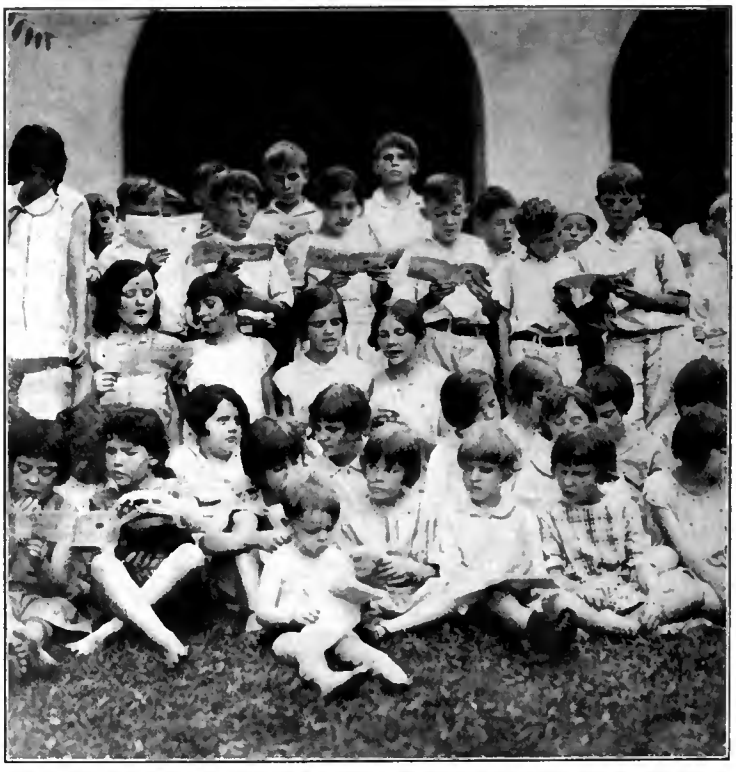
IN THE EYES of the taxpayer one of the justifications for the expenditure of tax funds for municipal recreation is the fact that playground and community center programs tend to reduce the number of juvenile delinquents in a community.

The Division of Recreation of Louisville, Kentucky, by setting up a juvenile delinquency prevention program, has made a definite effort to interest in recreation activities the potential juvenile offenders of the city. The securing of interest and participation has been the first objective. A decided advantage in the program is that through it it is possible to demonstrate to interested taxpayers the relation of the recreation department to the reduction of delinquency by bringing into the program boys and girls who are problem children.

How We Went About It

The task of getting information regarding all the problem children of the city and even of discovering just who these children were was entirely too large for the recreation department alone Consequently an effort was made to draw upon all community resources. A questionnaire was made out asking for information relative to the child's sex and age, his grade in school, his address, the home situation, and his type of behavior problem. Then in order to provide ourselves with working tools, information was requested regarding the child's leisure-time interests, whether he was interested in athletics of the team game or individual type, in hikes, parties, handcraft, music, dramatics, marionettes, movies and other activities. A space was left for any additional leisure-time interests not specified.

Through the Board of Education these questionnaires were placed in the hands of the home room teachers of each school in the system which had children residing within the so-called "effective radius" of one-half mile of each of our playgrounds. In some instances the principals of the schools were rather hesitant about asking their teachers to undertake the work involved, but when they were assured that the information was to be used for practical purposes they were glad to cooperate.



The weapons used in the fight were activities covering many varied interests.

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Los Angeles County, California, is increasing playgrounds in its fight against juvenile delinquency. The July-August issue of the *Juvenile Research Bulletin* published by the Juvenile Research Committee of the Los Angeles County Coordinating Councils reports that from July 5th to August 25th a total of 2,095 workers paid by relief funds were assigned to recreation projects in the county. Of this number 1,388 were assigned to work on playgrounds, and 182 playgrounds were opened which otherwise would have been closed all summer. Sixty-three new play centers were developed by relief workers.

Next we made contacts with the Family Service Organization, the Children's Agency and the Jewish Welfare Association. These organizations sent us information on the behavior problem children with whom they were in touch through their work, together with information on other children not actually behavior problems who they felt would be helped by taking part in the activities conducted by our department. These agencies also agreed to have their social workers meet the director of each playground and give him the complete picture of every child's background in order that he might do a more effective piece of work with these children.

From the Juvenile Court we obtained similar information about children who had come to their attention and who were on probation. In these instances, too, Juvenile Court officers promised to confer with the playground directors. Our next contact was with the director of the Rehabilitation Department of Ormsby Village, the corrective institution for children of Jefferson County. This department has to do with the paroling of children and their placement in homes in the community. It is interesting to note that one of the first questions asked by Ormsby Village on the questionnaire provided homes taking paroled children was: "How far is your residence from a municipal playground?" This is significant as showing the value placed on recreation as a force in adjustment to community life. It was arranged for the workers from the Rehabilitation Department to cooperate with the recreation leaders from the Division of Recreation just as workers from other community organizations had agreed to do.

When the information from the Board of Education and the other agencies came into the office the case records were filed according to playground communities. Before the opening of the summer playground program the case records for each playground were put in the hands of the recreation workers and it became their responsibility to interest these children in their playground and draw them into the program.

It was recognized from the beginning that irreparable damage might be done if these children were aware of the fact that they were being considered as special cases. To avoid this it was arranged that none of the case records could be taken from the office. The workers studied them at headquarters and were allowed to take with them to the playground merely the information on name, age, sex and address of the problem children within the effective radius of that playground. Playground leaders were instructed to try to make contact with the children through the invitation of another child living near them who was already a participant in the program.

In some instances case workers from the various agencies came to the recreation office to talk about children in whom they were interested and arrangements were made for these workers to take groups of children to the playground for a picnic on League Playground Ball Day. While they were there they would casually introduce the children to the playground leader who would tell them of the activities provided and secure their promise to participate in those in which they were interested.

Because of unemployment problems the case workers of the various social agencies were so overloaded with work that they did not have time to cooperate with us to the extent desirable to them and to us. They did, however, accomplish a great deal. A most valuable by-product of the experiment was the splendid feeling of cooperation between all the organizations in the community working with behavior problem children and under-privileged children.

There were, of course, certain weaknesses in the program. Let us take, for example, the case of a behavior problem boy referred to us through the invitation of another boy, a regular attendant at the playground. This boy's chief leisure-time interest, we found out, was baseball and his real reason in coming was to join a baseball team. If there were no incentive for him to sample other playground activities he might come to the playground only three afternoons a week, twice for

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practice and again for the regular game. Because of this it seemed necessary to set up some type of program in which the boy would sample all the activities open to him on the playground.

With this in mind, we went to the Junior Board of Trade and interested them in sponsoring a boys' club on the Louisville playgrounds. The set up of the club's organization and its program was as follows:

Efficiency tests were devised in all playground activities; these tests were then arranged so that they would be given each Friday afternoon during the entire playground season. The first test took place on June 30th; the last test was completed Friday, August 25th. To explain just how the program was conducted we present a page from our Playground Staff Guide relative to the Junior Board Boys' Club.

"*Summer Club Program for Boys* 10 - 15.

"In order to join this club and to get his club button, the boy must sign up with the instructor and qualify in the first test. In order to remain in good standing and to be eligible for the picnic at the end of the season, he must pass all the qualifications and wear his club button all season.

"A list of the boys' names, addresses and ages, qualifying in the first test must be made in duplicate. Keep one copy for your reference and bring the other to Karl Johanboeke to the staff meeting Saturday, July 1.

"Check off each event as the boy qualifies on the back of his playground registration card. Also keep this record on the club registration sheets.

"In the event of a boy's not being able to take his test at the regular time due to sickness, absence from town or any other excuse deemed acceptable by the instructor, he can make up his test at any time convenient to the instructor before the day of the next test. This will not hold true, however, concerning the last test on the program. All qualifications must have been passed by 9:00 P. M. Friday, August 11, in order to permit the boy to go on the picnic during the week ending August 26.

"I. *Volley Ball Efficiency Test*

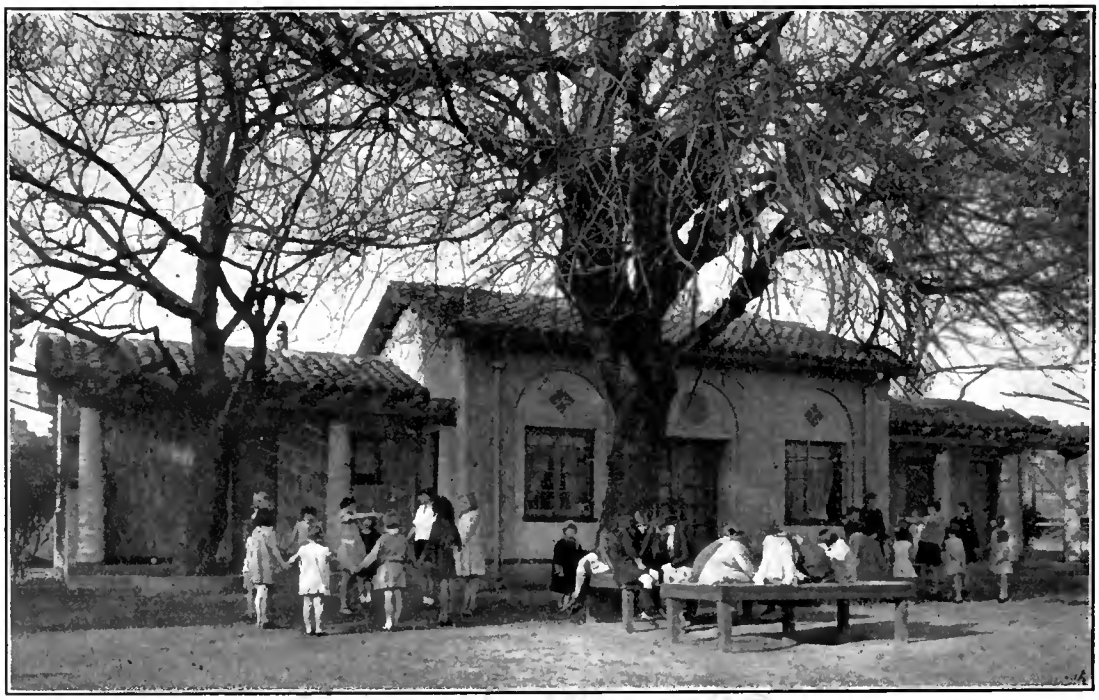
a. Serving—1 trial consisting of 5 attempts. Three out of 5 attempts must be legal serves.

b. Team play—Must play at least one game of volley ball under the supervision of playground instructor or competent monitor appointed by instructor and judged to be acceptable in team play.

Use standard court and net height for midgets and standard junior requirements for juniors.

"II. *Horseshoe Efficiency Test.* Use standard horseshoe court, 5 trials allowed, 4 shoes to each trial, one trial must be successful in keeping all 4 shoes in box.

San Francisco is doing much by providing play facilities and leaders to combat delinquency.



"III. *Playground Ball Efficiency Test.*

a. Pegging — Peg from catcher's position to second base—5 trials, 2 must be success, i.e., second baseman must not have to take both feet off base to catch ball.

b. Fielding—(1) Must field 2 out of 5 flies landing in circle 20 yards in diameter, circle to be placed 20 yards from base line, ball batted or thrown from home plate. (2) Must catch and throw to first baseman 2 out of 5 possible ground balls hit to left short stop position. Peg to first base must be acceptable in the opinion of instructor or monitor appointed by him.

c. Batting — Must hit one of first 3 strikes pitched to him (use same pitcher for testing all boys. Have him pitch moderate speed.)

d. Base Running—Time to be set by test group of 50 boys between ages of 10-15. Test on playground ball rules (test sheet will be given to playground instructor on weekly meeting preceding the week of the test.)

"IV. *Ring Tennis.*

a. Three out of 5 serves must be successes.

b. Must return 3 out of 5 serves.

"V. *Handcraft.* Boys must exhibit at least one completed and acceptable handcraft project at the regular playground handcraft exhibit. Project must, of course, have been made at the playground.

"VI. *Radio Track and Field Meet.* Every boy to be a member of the club and to be eligible for the picnic at the end of the season must have participated in the tryouts for the radio track and field meet.

"VII. *Sportsmanship.* The boys must be acceptable in sportsmanship and playground citizenship in the opinion of the instructor during the entire playground season."

These tests it will be seen were not designed to pick out the experts in each activity. The point was to make the test difficult enough to require some practice and yet sufficiently easy so that any boy between the ages of 10 and 15 could pass them if he were interested to put forth the effort. It will be necessary for us to revise some of the tests next year as they seemed rather too easy for the majority of the boys. Allowance was made for any boy in the club who had a physical handicap and the test was modified to meet his capabilities.

Drawing the Boy Into the Program

Let us return for a moment to the boy coming to the playground because of his interest in playing on the ball team. While practicing there one afternoon he will notice the large celluloid Junior Board Boys' Club buttons worn by his team mates. He will ask what it is all about, and he will be told. When he discovers that all the boys in the club who pass all their tests are going to a picnic and field day at the end of the season he will in all probability decide that he does not wish to be left out. Thereupon he will go to the instructor and sign up for the boys' club. This will necessitate his going to the playground not only three afternoons for playground ball but one afternoon to practice for his weekly test and on Friday afternoon to take the test. This means that the boy will attend the playground regularly five afternoons where he was previously coming only two or three.

This boy may have considered volley ball a "sissy" game. In order to qualify for the boys' club picnic he must pass all the tests, and to pass his volley ball test it will be necessary for him to play at least one game of volley ball under the leadership of the playground leader. In all probability he will discover that volley ball is a pretty good game requiring as much skill, although of a different sort, as playground ball. As a result, the boy may start attending the playground several nights a week in order to make the volley ball team for his age group. This same boy in passing his tests in other activities may become sufficiently interested in them to become a regular participant. At least he has the opportunity of sampling them. We realize that the necessity for a similar program for girls is just as great, and next year an attempt will be made to interest some women's civic organization in sponsoring a program for girls.

Of more than 700 boys enrolled, 596 completed the tests at a per capita cost to the Junior Board of Trade for the entire season of four-tenths of a cent. The expenditures of the Junior Board of Trade consisted of payment for a thousand large celluloid club buttons and candy prizes for the picnic at the end of the season.

It is evident that if a boy is busy participating in playground activities during the hours of two to nine o'clock five days a week, he cannot at the same time be on the street engaged in something

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From Dumping Ground to Recreation Center

Courtesy Illinois Municipal League

A park board creates beauty from an unsightly tract of swamp land.

THE CITY OF DIXON, Illinois, furnishes an example of what can be done by reclaiming an undesirable tract and creating from it a picturesque recreation center. A few years ago, according to the *Park Board Review* of the Illinois Association of Park Districts, a beautiful high school building costing about $700,000 was built on the shores of the Rock River on land which had been low river bottom land, much of it serving as a dumping ground. This had been done by pumping gravel from the river. It left the surrounding territory, however, in an undesirable condition.

The land in question was inundated each spring by river waters during the flood season. Through the careful planning of the late O. C. Simons, a landscape architect of Chicago, in cooperation with the Park Board, plans were drawn to convert the property into a six acre playground and work was started in December, 1931. It was completed in November, 1932.

The result of the transformation--six acres of land ideal for many forms of recreation.

Courtesy Illinois Municipal League

The tract now embraces a river frontage about four blocks long, ideal for picnics and other recreational activities. Included in the improvement are three standard asphalt tennis courts, numerous walks, an outer and inner asphalt drive and lagoon, all created out of a wilderness of trees and underbrush. The improvement was made at a remarkably low total cost of $18,000, of which $12,745 was assessed against the city as a public benefit, the remaining amount being assessed against private property owners and the Board of Education.

The park connects with other river front improvements recently made by the city and the Park Board. As a result of all the developments which have been made, Dixon is one of the outstanding Illinois cities in regard to the amount of park lands furnished the public. There is now an acre of park territory for every thirty-three residents.

What Dixon has done is not beyond the possibilities of many other communities of America, especially at a time when relief labor is almost universally available.

Speedball— a Community Game

By HELEN M. BARTON
Director of Physical Education for Women
State Teachers College
Clarion, Pennsylvania

A highly successful overhead dribble or juggle play by a center forward.

DOWN THE FIELD comes the forward line. The ball is theirs! The defense is instinctively tightening, every player picking an opponent to mark. It looks like a goal this time. They are going to kick! What a trap that left guard makes! The ball is lost, the attack breaks, a score is saved —for the present at least.

This is not an excerpt from one of Graham MacNamee's big game broadcasts; it is only a tense moment in a local tournament game of speedball. But it means much to those competing teams! There is no resounding applause from the side lines, no thumping of drums by a band to add to the noisy approval of the last play. There is only an appreciative grunt arising from the bleachers where are seated members of other tournament teams who have witnessed that last strategic block. Every bleacher-player has mentally mapped a course whereby such a similar occurrence will be foiled when his team is on the field. His grunt of approval of that left guard's defense means more than any burst of hollow applause. Such is the depth of interest in intramural or tournament speedball with all of its splendid chances for play rivalry.

Perhaps speedball is a game which is unfamiliar to your community, or the real joy of playing it has only been tasted. It is a sport which holds the interest of its players whether they be high school age boys or girls or college age men or women. There is no stagnation in development among its players, for the game is not one in which high school age players complete their training and then engage in the sport at college age with distinct boredom. The advanced combinations of hand and foot work in speedball are a challenge to the expert, but the elementary variations are not so complicated as to discourage the beginner. For the most part, it is true, the game has been almost entirely confined to the use of schools and colleges. This is unfortunate, however, for by such limitation community groups have been missing a most enjoyable form of recreation. Speedball is just as much fun for the community playground athletes, "Y" players or any other corresponding high school or college age groups, as it is in an intramural program.

For recreational use the expense of equipment is far from prohibitive. The necessities are a soccer or speedball, two sets of goal posts, made from wood or from gas pipe lengths, and a bag of lime for field markings. Individual players should have basketball or tennis shoes (preferably the former) and play may be in street clothes if desired. Of course, from the standpoint of comfort for the player and general freedom of movement, some sort of gymnasium uniform is far better than ordinary clothing. The inexpensiveness of the game, for the player or for the community, is a distinct advantage to both in these times of decreased recreational budgets. Field space, which according to regulation measurements is 100 yards by 50 yards, can be easily adapted to more confined areas. Such adjustment will in no way detract from the sport of the game, the style of play nor the interest of the players.

(Continued on page 397)

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World at Play

Courtesy New Bedford Children's Aid Society

A New Kind of Library

AT THE New York University Community Center, 244 Spring Street, New York City, a playthings lending library has been established known as the "toyery." The idea originated with Mrs. Ida Cash, a probation officer, who found that many of the children in her care were getting into trouble because they stole games and toys which all children naturally want. Interested people have donated games and toys of many kinds and these are being loaned out to children of families receiving city relief. The toys may be kept two weeks when they are returned and fumigated for the use of new borrowers.

Cleveland's Playgrounds

CLEVELAND'S fifty-two school playgrounds were again in operation last summer following a storm of protest by Parent-Teacher Associations and other neighborhood groups to the Board of Education which had originally voted to keep the grounds closed this year.

A Contest of Playground Artists

ONE of the most interesting features of the program conducted last summer by the Department of Parks, Playgrounds and Public Buildings of St. Paul, Minnesota, was the municipal playground artists' contest carried on in the park pavilions from July 9th to August 6th. Sixteen units were formed with a maximum of ten and a minimum of five individuals to a unit. Each unit was made up of musicians, dancers and similar artists and each had its master of ceremonies. Every contest for an afternoon performance was composed of four units, the judges making a decision on the presentation of the afternoon. At the close, when all of the units had been seen and heard, the final contest was presented, the best unit being selected as the winner. The contests were exceedingly popular and were witnessed by a total of 19,500 people.

Recreation Costs

THE cost of all recreation services in Berkeley, California, including municipal playgrounds, parks and school playgrounds, totaled only $105,000 last year, according to the annual report for 1932-1933 of the Recreation Department. The per capita cost for the service was $1.22. The previous year it was $1.29. With this drop it is interesting to note that the services rendered reached an increased attendance of 207,598. "Berkeleyans have stood by their children in this crisis," states the report. "Intelligence has overcome hysteria. Standards have been maintained. Dividends have been paid and will continue to be paid in the form of healthier, happier citizens."

Garden Classes in Cleveland, Ohio

LAST summer the School of Education, Western Reserve University, Cleveland, Ohio, conducted a garden class for thirty boys and girls who held their meetings in the schoolroom, in the garden and field. Children from the fourth grade up interested in the out-of-doors were eligible for membership. An experienced nature study teacher was in charge. On Monday, Wednesday and Friday the class met from 8:00 to 11:00 in a schoolroom. On Tuesday and Thursday afternoon the children were taken on hikes, and on other days they worked in their gardens. In case of rain the children enjoyed handwork and art. The fee for the six weeks' course was $10.00.

Developments in Toledo

UNDER the stress of increased demands for recreation by the unemployed, Toledo, Ohio, is expanding its recreation program. Under the 1933 budget it will have $40,000 for the work as compared with $32,000 a year ago.

For Cleveland's Summer Program—To raise money for three park entertainments this summer, the Mayor's Recreation Committee of Cleveland, Ohio, on May 23rd held a concert at Public Hall attended by nearly 7,000 people. The Cleveland Orchestra played and a Cleveland composer and pianist, William A. Becker, played one of his own compositions.

Music in Ann Arbor — Free instruction in playing band and orchestra instruments was provided last summer at Ann Arbor, Michigan, as a part of the program of the Vacation Recreation Association. A limited number of instruments were provided free of charge to the first applicants. Those taking the instruction gave a concert at the end of the season to demonstrate the results of the summer's work.

An Evening of Old Word Dances and Songs —On June 30th a number of nationality groups of Milwaukee, Wisconsin, under the auspices of the School Board, Extension Department, presented an evening of Old World dances and songs in honor of the American Home Economics Association which was meeting in the city. Ten nationalities took part in the program of dancing and music.

The National Playing Felds Assoociation—The annual report of the National Playing Felds Association of Great Britain for the period from May 1, 1932 to April 30, 1933, states that during the year the number of playing fields or children's play centers receiving assistance from the association was 132. This increases to 1,090 the new playing fields known to have been provided since the national appeal of the association was made by H.R.H. the Duke of York in 1927. During this period nine playing fields were given to the association to hold in trust for public use. When the conveyances of all these sites have been completed the association will be the guardian of 48 grounds having a total area of 340¾ acres.

Louisville's Costume Chest—The Division of Recreation of Louisville, Kentucky, has a costume chest in which Indians, beetles, Pierrots and pirates live happily together. Over a thousand costumes of forty different types assembled from pageants and similar events are available for rental at a small fee sufficient to cover the cost of laundering and repairing the costumes.

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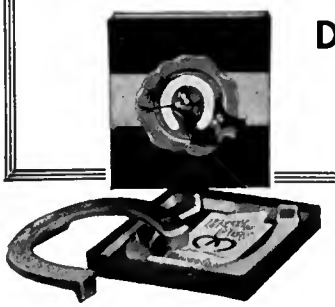

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A Large Use of Play Centers—Information reaching the Association from a number of cities points to a greatly increased use of recreation facilities during the past summer. The Recreation Department of Salt Lake City, Utah, reached approximately 5,000 people on Friday nights at the Nibley Park Water Theater and 3,000 people at the Tuesday night entertainments at Liberty Park. In Pasadena, California, 10,000 people a week attended the Thursday and Sunday evening entertainments at the Gold Bowl and the Friday and Saturday community dances at the civic auditorium. About 800 homeless men attended the weekly entertainments arranged for them in Seattle, Washington, in addition to thousands who were reached at the regular centers provided by the Park Department and other agencies.

Where Volunteers Served — Fond du Lac, Wisconsin, last winter with approximately fifty volunteers conducted a ten weeks' program of outdoor winter activities for youth and adults. There was an aggregate attendance of approximately 118,000 people. The recreation committee of the Chamber of Commerce sponsored the

program; the Park Board provided tools and equipment to prepare skating rinks and other construction work, and the local civic clubs provided the trophies. The main activities were skating, coasting, hockey and polo. Water, lights, coal and supplies, together with the part time salary of the recreation director, involved an expenditure of $562. The supervisors at the skating rink received lodging and food, their pay coming from the Welfare Department.

In a Small Community of Seven Hundred—While the population of San Clemente, California, is normally only approximately 700 people, there are recreational facilities totaling in value several million dollars. Among them are a golf club, valued at $600,000; a municipal pier, $55,000; a municipal social club, $110,000, and a plunge and beach club, $95,000. The city plaza is valued at $30,000, while the assessed valuation of the beach is $300,000. In addition, the city maintains 35 miles of bridle paths and two splendidly lighted tennis courts. Many of these facilities have been given by private citizens, the social club being a gift to the city from Ole C. Hanson who was responsible for founding the community It may be used by any group in the city. There is no charge for any of the facilities.

The White House Pool—The idea of giving a pool to President Roosevelt through popular subscription was conceived early in March by one of the newspapers of New York City. In a few days the campaign was in full swing and not only did subscriptions pour in but offers of equipment were made by manufacturers throughout the country. The swimming pool, completed in June, is 50′ long and 15′ wide with a depth ranging from 4′ to 8′. Colonial fanlights line the side walls, affording light and ventilation to the pool which is located in the corridor in the west terrace connecting the White House with the executive offices. A special effort was made to secure a decorative effect complementary to the irridescent, refreshing appearance of water out-of-doors. Finally a glazed terra cotta was selected for the pool lining for the surrounding wainscot in the room and for the walls for the rest rooms and showers. Many combinations of colors were developed in terra cotta and fired in the kilns. The result was the creation of three new high fire colors which, in addition to bluish green and royal blue, give an aquamarine effect of great beauty.

Community Center Activities in Cleveland—The report of the Cleveland, Ohio, Community Centers 1932-33 shows a reduction in the per capita cost from .053 in 1931-32 to .029 in 1932-33. Five fewer buildings were open in 1932-33 than in the previous year and the season was too weeks shorter; nevertheless there was an increase in attendance of 58,147.

Because of the inability of many people to pay the regular fees charged for some of the activities, they were allowed to participate without charge in music, dramatics, cards, checkers, ping pong, boxing, wrestling and other activities which did not require the services of an instructor. In the second term weekly entertainments were given free of charge in all of the centers, special invitations being distributed through the various branches of the Associated Charities to families under its care.

A New Little Theatre Group Organized—Cleveland Heights, Ohio, is to have its own Little Theatre group to be known as the Civic Theatre of Allied Arts. The Division of Public Recrea-

tion is sponsoring the project which bids fair to become one of the outstanding leisure time activities of the community. The first meeting in September was attended by seventy-seven people, the majority of whom had majored in dramatics in their college career and most of whom were out of employment. A three act play was cast, but the group was so enthusiastic that it soon became necessary to cast three or four one-act plays putting them under student leadership. Plays will be given for the most part in the beautifully equipped auditorium of the Cleveland Heights High School.

The Civic Theatre has outlined the following objectives: To provide dramatic activity for any interested person in the community; to offer competitive scholarships in the arts; the sponsor and encourage local play reading; to produce as many new plays as possible; to encourage professional producers to bring the better plays, educational and artistic, to the community; to encourage and sponsor art exhibits and musicals; to offer the community artistic and cultural recreation at a minimum charge; to provide a workshop for students of the theatre; to make all productions artistic and worth while, and to help preserve the theatre for its cultural value as a national institution.

A Unique Exhibit—The Westchester County Center last summer housed an interesting exhibit when a zoo of miniature animals was introduced through the cooperation of Louis Jonas, well known animal sculptor. The exhibit, showing groups of animal life from the wilds of darkest Africa to the plains of North America, was especially designed to supplement the child's education presenting authentic reproductions of living animals accurately modeled and scaled. Animals were reproduced in such materials as white metal, wax, composition and terra cotta frequantly posed against topographical settings. The exhibit was presented under the auspices of the Westchester Workshop and the Westchester Arts and Crafts Guild.

A Parent-Teacher Association Group Provides a Play Center—A Parent-Teacher Association of Monroe, Louisiana, has had a large part in starting and operating a local school recreation center. The group first sent out a questionnaire to the people in the neighborhood of the center which resulted in requests for the following ac-

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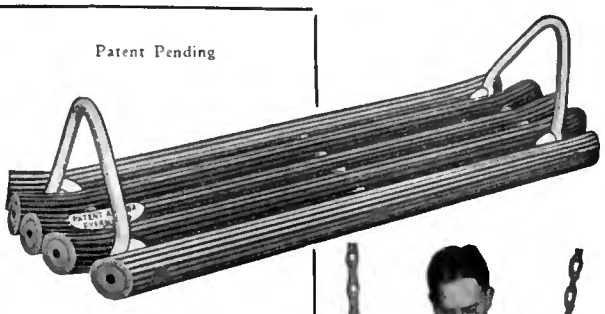

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tivities in the order listed: dramatics, quilting, singing, quiet games. The city furnishes lights, the Board of Education the meeting place, and the Parent-Teacher Association the leadership.

Juvenile Delinquency Prevention—A total of 154 workers are now supplementing the regular directors at the Los Angeles, California, municipal playgrounds in an effort to decrease juvenile delinquency through recreational activities. The additional workers were supplied to the city by the county from Reconstruction Finance funds. These workers are following the plan of making contacts with children who are regarded as problems from the social service point of view, persuading them to come to the municipal playgrounds where they are organized in recreational groups and activities.

Activities in Peabody, Massachusetts—The City of Peabody, Massachusetts, with a population of 22,000, is one of the communities which has so planned its work relief program that the city has benefited greatly in beautification and facilities for recreation. Three large playgrounds are the result. Each contains a baseball diamond and backstop. Scientifically built tennis courts and a cement wading pool form a part of the equipment of the city's main park. A solid cement bandstand with tile roof adorns the center. Comfort stations, showers and bubblers have been installed, as well as lunch tables and cement back benches to seat thousands of people. The work was done by unemployed men under the leadership of a competent engineer who donated his services. All material was furnished by the city. The funds necessary for the work were raised by a citizens' committee.

New Playgrounds in Charleston — Through the use of R. F. C. funds, Charleston, South Carolina, opened three new playgrounds under leadership this year. In addition to the regular staff of director of recreation and fourteen playground workers, there were six recreation workers paid from relief funds.

The National Education Association Adopts Its Platform—The National Education Association in its platform adopted by the representative assembly at Atlantic City, New Jersey, July 1, 1932, included the following "planks" relating to the leisure time field:

Labor. No child should engage in premature or excessive employment that deprives him of the benefits of comradeship or play and of education.

Curriculums. The educational program should take into account the interests, needs and abilities of individuals. It should prepare pupils for cultural, vocational, recreational and civic responsibilities.

Adult Education. Opportunities should be provided for adults in every state to enrich the cultural aspects of life, to prepare for parenthood, to develop personal talents, to improve or to re-educate vocational abilities, to remedy deficiencies in education, and to learn the responsibilities of social life.

Among the resolutions for 1932 passed at the meeting was one condemning a number of practices, among them the following:

Eliminating health, recreational, vocational and cultural services and activities. This destruction of the essentials of modern education means returning to a narrow, lockstep, uninspired and inefficient program of education.

Brooklyn's Baby Show — More than 3,000 Brooklyn children from a few months to six years of age walked or rode in baby carriages at the eighteenth annual Park Department baby parade held on June 3rd. It was estimated that 20,000 people watched the parade.

New Jersey Produces

(Continued from page 365)

Massachusetts. The work is done in closest cooperation with the National Recreation Association, and the District Representative spends an hour each Saturday morning in conference with the Emergency Relief Administration on the development of the work. While no specific fund is set aside by the State Relief Administration the assurance has been given that leadership will be provided wherever it is needed during this coming winter.

The whole project has been a very definite contribution to the recreational needs of the state. In addition to building up the morale of the people participating it has been a great source of encouragement and strength to local Recreation Departments and authority.

Reducing the Recreation Budget

(Continued from page 369)

for public provision and the use of public provision are greater than ever before, be made with

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great care and discrimination. There is a principle of democracy involved, too. In the field of education, in some communities more days and years of schooling are required than in others; but we recognize public responsibility to provide education for all. We have not attained this result in recreation: we recognize the need and we assume the public responsibility, but only partially and inadequately, and therefore unfairly. The White House Conference on Child Health and Protection estimated that at the maximum the present playgrounds can serve only about 5,000,000 children and that there are 27,000,000 more, of school age, for whom playground service, which should be available, does not exist. To suggest further cuts or eliminations in recreation budgets is therefore like suggesting a further amputation for a one-legged man.

While there needs to be in public recreation budgets as in all other budgets careful scrutiny, the elimination of all waste, extravagance, and duplication, and while the recreation budgets should bear and have borne their fair share in the necessary cuts to bring our expenditures within our income, it is not limitation and restriction but rather extension, to meet the normal need not yet adequately served, to accept democratically for all a responsibility now accepted only for a few, and to meet a special emergency need in these times of enforced leisure, that is the real demand.

Home-Made Music

(Continued from page 373)

of good music sung and played at home, parents will have planted a life long interest for their children.

The spread of the practise of family "sings" and family musicales will be more stimulating than all the music instruction that parents can provide for their children. In fact, it would vitalize such instruction and make it functional in the everyday lives of the children. These family "sings" need not be confined to the immediate members of the family. Adult friends as well as friends of the children may participate. All too frequently children's attitudes toward music become warped as a result of the influence of their friends to whom music lessons have become a bane or to whom jazz has become a cult and who spread, by contagion, a harmful influence. If parents can draw their children's friends into the circle of happy music-makers, they may swing not only their own children, but also their friends to the side of the music-lovers.

Singing, while the best and most easily accessible avenue for home-made music, is not the only one. Instrumental ensembles—duets, trios, quartettes—and solo playing may constitute the core of many a delightful and well spent afternoon or evening. Here, too, the family can call upon friends to participate in the informal home musicale which may consist of singing and playing.

These musicales may be arranged at different occasions for the children and their friends only, for the adults and their friends only, or for adults and children together. The very knowledge that their parents are actively interested in making and enjoying good music will radiate a favorable influence on the children's attitude. They will feel that music is not merely an opportunity for the parents to assume the role of policeman in enforcing upon them an obligation to practise, but that music is a pleasure which parents share with them.

These musicales should be informal, happy opportunities for voluntary participation by all. Discussions about music, about composers, about great performers, about art in general, may grow out of them. Even folk dancing can be intro-

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How to Produce a Play

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- The purpose of a handbook just issued by the National Recreation Association is to make this task easier and the results more certain. "Play Production Made Easy" by Mabel Foote Hobbs makes available a method of production tried and proved over and over again. It offers suggestions on scenery, lighting, costuming and make-up, and contains a number of pantomimes, skits and very short plays.

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duced and participated in by everybody. The phonograph, the radio, the reproducing piano may be of help in illustrating some point raised in the discussion or in furnishing the music for folk dancing or in rounding out the program with an opportunity for listening to music played or sung by a great artist or by an ensemble of artists.

The extent of active interest in music manifested by parents will reflect itself in their children. There is nothing comparable to good home-made music for the development of interest, appreciation and good taste in the child. A musical atmosphere of active participation by the family in the making of music at home will be conducive to greater happiness and warmer sympathies between children and their parents. It will do more than anything else to make of us a truly musical nation.

Recreation As a Preparation for Life

(Continued from page 374)

we are as advanced and are using the best methods and are doing the best kind of work that can be done for our children in this big city.

I do not think any of us could possibly not be interested in work of this kind that is being done for our children. Of course, there are many other ways of spending leisure time, and many other ways that give recreation and which the children should be led to appreciate. I have been thinking how strange it is that many communities are willing to cut as much as they have their appropriations for libraries, because that is one of the opportunities for good use of leisure which should not be neglected in the children's education. I am distressed, at times, to find how little real appreciation there seems to be in many communities of the educational value a library should have for children.

Contact With Nature

We are learning every year to appreciate more and more the outdoors for our children, and for the children who live in the cities it is more important than almost anything else, because they need to know how to really live in the country. What they learn in their parks and playgrounds is a preparation for the wider knowledge of the parks throughout their own states, which I hope, everyone will learn some day to appreciate, because we are developing such excellent State Park systems for the recreation of our people and for the health of our children. If we appreciate this necessity, and as the people learn to use these parks for holidays, so will we improve in health, and, I believe, in character. For the contact with nature is a great thing for young people and the interest which they acquire, and the many interests which can be developed in outdoor life, certainly should make it impossible for Satan to find work for idle hands to do.

I want to congratulate you on the work which has been done and wish you all success in your future efforts.

More Time for Play

(Continued from page 375)

ance of his play. It is interesting to watch the play idea begin in the kindergarten, expand in the lower grades, take on some form in the middle grades, become team play in the upper ones and merge into work in the adolescent years. As a child plays he will work.

Playground for Relief

By all means, then if money is so scarce that we cannot have enough teachers shorten the reci-

tation time, reduce the number of children before a teacher at any given time, use the playground for relief and keep the school going, the teacher in good health and spirits and the children growing well.

It is a mistake to cut out the playground. It takes care of more children at a time than any classroom. It requires less teaching, a smaller staff and less supervision than any other school activity, because the children want to be there, belong there and do well there. Expand the playground and you will help your struggling school.

The Uses of Leisure

(Continued from page 377)

Books are the greatest inheritance of the new generations. They preserve the wisdom and the beauty of the race, and carry it as a living, ever-growing stream. No man can claim education who does not read constantly. Any one may educate himself—whether he has ever been to school and college or not—by wise and wide reading.

Happily the library movement is now so active in America that books are freely offered to anyone who will take a little trouble to get them. Libraries these days are not only storehouses of books. The modern library has many alert branches in cities and villages. Through loan collections to schools and churches and clubs and through book trucks roaming up and down the rural roads, the library today is pressing its wares on everyone as aggressively as a Fuller Brush salesman. No one in America has any excuse for not reading except his own laziness or his own stupidity. But those who would really enjoy and enrich their leisure will not be content simply to borrow their reading. They will want to own a part of this literary wealth. A book these days costs no more than a fat dinner. And happily both wisdom and brilliance are being made up into beautiful units of type and binding and format. In the new era mental food and emotional raiment are quite as vital as fodder and overcoats. In the rapid upswing of the market, books are commodities in which each of us with great profit may make investments.

Books are not only the only means of pleasure and enrichment. But they are the very basis of modern civilization. They are a food necessary to human growth. You can tell pretty well how far an individual is moving from the mule toward the human being by the number of books he reads each month. Newspapers are necessary daily fodder, magazines are useful and stimulating, books are solid meat and joyous drink to anyone who is really human.

When You Do Your Christmas Planning

(Continued from page 379)

the year is an appropriate occasion for consulting those resources that may be found in the psychology of the human spirit. It may be that understanding will be found which defies measurement yet which will enable the vision to penetrate into the twilight zones of the uncertainty of the future which are quite opaque to the trained statistical eye.

"The poets often possess a vision denied the scientists and are wise in unexepected ways. They know that the spirit of man follows cycles as truly as climate or economic conditions. The psychiatrists are today verifying what the artist has long known. They call it the cyclo-thymic temperament, which means in the words of the poet that the spirit of man walks today through the valley of the shadow of death but tomorrow it takes the wings of the morning and flies to the uttermost parts of the sea." — From *Benson Y. Landis,* Federal Council of Churches.

How to Produce a Play

(Continued from page 380)

want to pay money to see him as himself, because they can see him on the street any day for nothing. They want to see the person he is supposed to be in this play.

Generally, then, the actor should sink himself in his part and become the character in the play. It isn't always easy to squeeze one's body into another person's body, one's mind into his mind, and one's soul into another's, but that is the essence of true acting.

The director conducting the rehearsals for character portrayal and emotional sincerity, plays upon the feelings of his actors, arouses them emotionally and helps them in their characterizations. The young lady who weeps in the second act feels enough sorrow to be sincere and avoids the artificial "boo-hoo" sometimes heard on our stages The young man playing the old man grows old and feels old.

The amateur has one advantage over the professional. He usually gives only a few performances of one role. His emotional urges last through these performances. The professional must go through the same role night after night and is in danger of becoming "stale" or mechanical. The emotional urge which gives the first few performances their freshness and sincerity wears out. The professional must then fall back upon technique and experience to portray emotions which he no longer feels. The amateur actor is naturally what the professional is trying to be by means of technique.

The Tempo of Playing

The emotion portrayed in the scene regulates the tempo or speed of playing. Usually a play has one major tempo running through it. A comedy is fast enough to be lively, but slow enough so that the audience gets the ideas expressed. A farce tears along at breakneck speed. There is no sense to a farce and the audience must not have time to find it out. A tragedy has a slower and heavier tempo.

To avoid monotony, then, there must be changes in tempo. These changes are usually due to emotional reactions.

For example, the family is gathered upon the stage and the family lawyer rushes in with the news that some one they've never heard of has just left them a million dollars. What's the tempo of the scene? Fast, of course. They shout, dance, and yell, and the whole scene snaps into speed. A little later, one of the characters is dying. The tempo changes. The actors talk and move more slowly and the entire scene slows down.

So the director checks up on the tempo, speeding up one scene, slowing down another, creating variety in tempo as well as sincerity in emotional expression. The actors also speak with different tempos; the old man slowly, the young man more rapidly, thus giving another form of variety.

The usual amateur play is too slow. An act which should play thirty minutes often plays forty, the reason being delay in picking up cues. A play is "speeded up" by talking slowly, and by picking up cues quickly. Each actor must talk slowly enough to be understood. He need not drawl or drag his words, but he must be understood. He counteracts this slowness of speech by starting the first word of each speech on the last word of the preceding one. There should not be a pause between speeches without a definite reason.

Speeding up the tempo in this fashion improves the performance a hundred per cent. The jokes become funny, and the play takes on life and interest.

The play should be rehearsed for sincerity until the characters live, and not only the actors but the spectators feel the emotions that the characters in the play are feeling.

Be Your Own Silversmith!

(Continued from page 381)

remove the acid and apply fresh acid. Continue this until your design is as deep as you like. Usually four or five applications of fresh acid are sufficient. Now heat your bracelet to remove the wax, wipe off wax and carbon, polish and shape.

Before we leave the subject of acid, let me caution you about it. Buy a small quantity of it at a time because it loses its strength with age after three or four weeks. Ask the druggist to give you a rubber stopper for it because the fumes from the concentrated acid particularly will eat a cork stopper in about a week. In using it in a medicine dropper, always keep it pointed down as the acid will gradually eat the rubber, and it may come off in your hands and burn you. If you are using acid with younger children take charge of it yourself. If, in spite of all of your precautions, you do get some acid on you, rub the place with soapy water or better still, with a piece of wet soap. This, being an alkali, will neutralize the acid and stop the burning.

A word about designs. Have them simple and well spaced. Initials are always good and they may be utilized as a monogram, in a row horizontally or vertically or put in on a slant. One of the most effective designs I have seen used on a bracelet was merely a crescent moon and a pine tree. We used very effectively illustrations from the Milne books, "When We Were Very Young" and "Now We Are Six." Or you can do something with Indian symbols either singly or by using several of them to tell a story.

All of the bracelets described have been an inch wide, but you can cut your strip in half lengthwise and have two bracelets for the price of one. For a hammered one this is often daintier. These bracelets are very inexpensive. When we made them at camp we paid 15 cents for a 6 inch

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strip and that covered the cost of all necessary tools and equipment as well. Now that we have the tools we are making them for 10 cents, and don't forget that that will make two bracelets! Five cents for a silver bracelet that will stand wear and give you a great deal of pleasure! I have been asked if these German silver bracelets would tarnish. The best answer to that is that I've been wearing one for six months and it is as polished as it was the day I made it. The only difficulty that we have found with them is that in extremely hot weather they make your arm green, but that doesn't affect the appearance of your bracelet, and sterling silver may do the same thing.

When you would like to do something a little different in a short time, get some silver and try being your own silversmith!

Waging War on Juvenile Delinquency

(Continued from page 385)

which will cause him to become a juvenile court problem.

As to the efficiency of the program from the point of view of numbers brought in, a percentage rating of the number of cases on which information was gathered at the beginning of the season who became regular playground attendants would not be a true criterion of the value of the program. For example, the playground situated in a more fortunate community would naturally not have as many cases referred to it as a playground situated in a high delinquency area. However, in the case of the playground in a delinquency area, because of the low economic status of the residents, a large number of cases referred to the playground naturally became regular participants because family trips, camps and other activities which would withdraw the child from the playground were an economic impossibility. On the other hand, many of the children of the more fortunate community were out of town or attending camp, with the result that a much smaller proportion of the cases referred actually became regular playground attendants.

At Highland Park Community Center, situated in one of the delinquency areas of the city, 68 per cent of the cases referred to us became regular playground attendants. In the two playgrounds having the second and third largest number of cases referred the percentage dropped down to 41 per cent in one case and 34 per cent in the other. To understand truly these situations, however, it is necessary to know that Highland Park has had comparatively few instances of families moving away from that community while in the case of the other two neighborhoods the population of the areas is largely transient. These factors and others too numerous to mention make impossible a comprehensive statistical study of the efficiency of the juvenile delinquency program. Moreover play leaders of the recreation staff are too busy with other duties, and the budget does not permit hiring additional help.

Our experiment is not the complete answer to the problem, but we do feel that such a preventive piece of work as we have initiated is a step in the right direction.

Speedball—A Community Game

(Continued from page 387)

For those not acquainted with speedball, it may be advisable to include a brief description of the game, which may be said to involve the elements of basketball, soccer and field ball. It is suitable, as has been mentioned, for boys and girls and

Read This Letter

"When I moved in as Director of Crystal Pool, Glen Echo Park, Maryland, right under my arm I carried your complete Reference Book — Notable Swimming Pools and Guide to Equipment and Supplies.

"This Guide has served me dozens of times already. It is, indeed, the Pool Bible.

"(*Signed*)
"Capt. Edw. H. McCrahon."

NOTE: *Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.*

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The American City, September, 1933.
Park and Playground Development — A Present Opportunity, by Harry Tucker.
Profitable Use of Present Opportunities for Park Improvement—Perth Amboy, N. J.

The Survey Midmonthly, August, 1933.
A Community Learning How to Play, by Ruth A. Lerrigo.

The Parents' Magazine, October, 1933.
Fun for the Stay-At-Home Child, by Maude Cushing Nash.

Child Welfare, October, 1933.
What About Play? by J. W. Faust.

The Rotarian, October, 1933.
Lawn Bowling—Rival of Golf, by Jim Spencer and Ken Bixby.
Give a Boy a Hobby.

Education, September, 1933.
Art As an Avocation, by E. Leigh Mudge.
A Theatre for Children, by Charles R. Rounds.

The Journal of Health and Physical Education, September, 1933.
The Contribution of Physical Education to Community Recreation, by Alfred O. Anderson.
A Study of Touch Football Rules, by H. Harrison Clarke.
Federal Aid for Leisure (editorial).
Volunteer Recreation Leadership (editorial).

Child Welfare, September, 1933.
Building a Child's Library, by Vera Winifred Schott.

The Library Journal, September, 1933.
The Pattern of Leisure, by Ernest H. Wilkins.
Leisure and the Library — Vocations, by Robert Hoppock.
A Leisure Time College, by Harriet A. Harvey.
Books for Unemployed Youth, by Julia Osborne.

PAMPHLETS

Annual Report for the Year 1932 — Municipal Council of Sydney, New South Wales, Australia.

Toys That Teach
The Embossing Company, Albany, N. Y.

Directory of Part-Time Educational Opportunities for Men and Women in Chicago
Adult Education Council of Chicago, 224 South Michigan Avenue, Chicago, Ill. Free.

Report of the Westchester County Park Commission 1933.

also for adults, with proper rule adjustments for the varying age groups. The object of the game is to propel the ball by hand and foot methods through or over the opponent's goal line. In line-up and distribution of players, soccer technique prevails. The introduction of the basketball form of play, however, adds more interesting forms of handling the ball than is afforded by soccer where only footwork is permitted. The field ball idea of aerial passing is likewise a new feature, and in no American sport today will the community recreation leader find such a game of varying appeals to both beginner and expert player.

The fact that there are eleven members on a team, twenty-two players making up the two teams, creates a situation which will afford the coach many chances for socialization of community elements. This idea is the basis of any modern physical education program in schools and colleges, but there is no reason why the same principles should not be practiced with any team, whether it be composed of factory employees or varsity material. Educationalists have emphasized this idea that unity of work and play, which is the seed of all team work, has done much to foster common interest on the campus, whether it has been obtained through intramural or varsity means. Community interests will be found to be cemented more firmly by exactly the same procedure, the only difference being that perhaps in the beginning the elements are more diversified. Games which have been looked upon as leading to commendable results are basketball, soccer, volley ball, baseball, and in some localities, hockey. Speedball should be added to this list also.

From the viewpoint of equipment, space and players, speedball fulfills all needs of community groups as satisfactorily as it does those on educational institutions where it has been heretofore most frequently used. A more accurate description of the game for women and girls can be found in Neilson and Van Hagen's *Physical Education for the Elementary Grades.** Rules for men and boys may be obtained by writing to the American Sports Publishing Company, 45 Rose Street, New York. When the rules have been mastered by the coach and the play is started it will be noted that teams thoroughly enjoy the exhilaration of speedball.

Give your community the new thrill of playing speedball!

* Published by A. S. Barnes & Co.

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New Books on Recreation

Ventures in Informal Adult Education

By Thomas H. Nelson. Associated Press, 347 Madison Avenue, New York. $1.00.

IT IS THE purpose of this book to present a picture of typical informal adult education as carried on in Young Men's Christian Associations. It is primarily a collection of descriptions of program offerings — fifty-three are presented—showing how each was started and promoted, what topics were covered, who the leaders were and what educational methods were used. In his introduction Dr. George B. Cutten, President of Colgate University, points out that the material presented may be applied to various community groups. "I commend this study, therefore, not only to those interested in Young Men's Christian Association work but to all who are interested in solving the problem of leisure, which we must solve if our civilization is to be saved."

Old Folk Dances From New Nations

By Edith M. Gates. Clayton F. Summy Co., New York. $1.00.

ESTONIA, Latvia, Poland and Russia are the new nations evolving from the World War, a number of whose dances are presented here with illustrations, music and directions. These dances—there are twelve of them —are given because of the possibilities in them for social recreation among adult groups. They also have possibilities, Miss Gates points out in her preface, for school programs for junior and senior high schools and for college folk dance groups. Recreation leaders will find them practical and adaptable.

How to Play Lawn Tennis

By J. Parmly Paret. American Lawn Tennis, Inc., 500 Fifth Avenue, New York. $.50.

"EVERYTHING You Need to Know About the Game" is the subtitle of this book which contains chapters on instructions, official rules and tournament regulations and suggestions which will help in solving many doubtful points of play and procedure. There are full instructions for laying out grass and playing surfaces, as well as suggestions on the best methods of maintaining them afterward. The book is profusely illustrated with diagrams and with photographs of the most expert players making the strokes during actual play.

Designs For Tooled Leather (Book I)

By Louise C. Hoefer, Glendale, California. $1.00.

IN THIS COLLECTION Mrs. Hoefer offers a collection of designs of different sizes and shapes which may be applied to many leather articles just as they are or may be enlarged or adapted to other purposes. Some of the motifs could be used for block printing, metal work, carving, enameling or other decorative work. This book is confined to the modern style. It will be followed soon with another group of twelve plates using the Renaissance and other conventional types of design for tooled leather.

Zoological Parks, Aquariums and Botanical Gardens

By L. C. Everard. The American Association of Museums. New Series, Number 12, Washington, D. C. $1.00.

IN ADDITION to such areas as the National Parks and Monuments, Primitive Areas and Research Areas of the National Forests, State Parks, and State and Federal bird and game refuges described in publications of the State and Federal governments, there are certain areas under the control of conservation organizations of various kinds which support many species of native plants and animals and may afford opportunities to the scientist and the student of nature. The American Association of Museums has brought together in pamphlet form information about some of these areas, including zoological parks, aquariums and botanical gardens.

Sportplatzbau als Problem der Stadtplanung

By. Dr. Ing. Arthur Manthey. Rudolph & Meister, Kassel, (Germany). $1.84.

IN THIS VOLUME is to be found a discussion of the systematic planning of outdoor facilities for gymnastics, play and sports as a requirement of the times and the task of the city planner. The author points out it is the responsibility of the city planner to consider space for play and sport in the light of national needs. Only when the provisions of national legislation concerning the building of cities become a framework in which state legislation may operate will it be possible to solve the playground and athletic field problem through the working out of systematic plans. Every city planner of the younger generation must familiarize himself with legislation covering property condemnation, building ordinances and similar matters. He must know the real estate situation, the value of property, the possibility for the acquisition of public and private playgrounds, the conditions under which properties may be held, the functions of the individual types of play spaces and their dimensions. Coming generations of city planners must be inspired with the ideal which the German Committee for Physical Education has set up of "adequate, easily reached, efficient and beautiful recreation and play space for all."

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Social Planning and Adult Education

By John W. Herring. The Macmillan Company, New York. $1.25.

Chester County, Pennsylvania, a community of 129,258 people scattered over an area of 777 square miles, in 1928 undertook an unusual task combining the physical planning of town and region with the social and cultural planning of health, social service and the arts. This interesting experiment was made possible through grants from the Carnegie Corporation through the American Association for Adult Education. Recreation workers will be particularly interested in reading of the part played by the Recreation Commission in the general plan. Through the publication of this book a contribution has been made to the literature on community organization.

Municipal Golf Courses in the United States (with Statistical Information)

Public Links Section, United States Golf Association, New York.

At the time the Public Links Section was established in February, 1922, there were fewer than 100 municipally operated courses in the United States. In 1932, 213 cities and county park commissions reported a total of 329 courses. Information regarding these golf courses is given in the most recent edition of this pamphlet.

The Youthful Offender

By Harry M. Shulman. Sub-Commission on Causes New York State Crime Commission, Albany, New York. $1.00 postpaid.

This statistical study of crime among the sixteen to twenty year age group in New York City involves a consideration of 3,498 individuals arrested for major charges. The factors taken into account included an analysis of the crimes and of the dispositions of felony cases, an examination of the various steps in criminal procedure as it affected this group, of technical procedures, of social background as related to the criminal records of young prisoners, and the mapping out of main crime areas in New York City, on the basis of residence of the adolescent age group of offenders, as a means of directing the focus of crime prevention programs.

Exploring the Times

American Library Association, 520 North Michigan Avenue, Chicago, Illinois.

Under the title *Exploring the Times,* the American Library Association has issued a series of reading courses dealing with world events. A few men close to public affairs were asked to outline for the general reader the broad sweep of events leading up to the present and to select a few outstanding books and pamphlets which help to explain the forces at work, the resulting issues and how they can be met. Five booklets are the result—*World Depression—World Recovery,* by Harry D. Gideonse; *Collapse or Cycle?* by Paul H. Douglas; *Living with Machines,* by William F. Ogburn; *Meeting the Farm Crisis,* by J. H. Kolb; *Less Government or More?* by Brownlow and Ascher. The booklets may be secured for 25 cents each; the entire set for $1.00.

The Great Technology

By Harold Rugg. The John Day Company, New York. $2.50.

It is significant that in this book which lays down the principles indispensable to a new synthesis of economic reconstruction and outlines a new social order in which the creative energies of man will be released, a chapter is devoted to "Leisure, Labor, and Art." In the new social order, as the author conceives it, all people will engage in creative, expressive activities. "Leisure will be an actuality for all, but its enjoyment will not be through devices for escape. Indeed it will be a supplemental means of personal cultivation." Again the author says: "Our social order will be great, not because the twelve hour day becomes the four hour day but because work of any prolongation becomes a happy and creative experience."

Colonel Stoopnagle and Budd's Are You a Sacred Cow?

Published by Tilley and Sherman, New York. $1.00.

Here are ingenious tests in the form of an entertaining game which will quickly determine how well your mental processes function!

A Survey of Work For Boys in Brooklyn

Welfare Council of New York City. $2.00.

The seventh study made by the Research Bureau of the Welfare Council of New York City was a survey of work for boys in Brooklyn which would provide Brooklyn social agencies with information helpful in planning their programs of service. The purpose was to give the general "lay of the land" as regards the organized service to boys in the borough, to measure roughly the needs of neighborhoods for additional recreational and social service for children, and to learn something of what adolescent boys themselves think of their social-recreational affairs. The findings of the study, which are detailed and presented in an interesting manner, will commend themselves to all recreation workers.

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Freedom in Leisure

A COMMITTEE on the use of leisure time! What is the idea! Of all the nerve! The response all over the country to the appointment of such a committee was much the same.

The spontaneous outburst is a very healthy sign. We in America do not want our lives controlled. Such control as there is we want as self-control. Leisure affects our lives so intimately, we do not want any one determining it for us. If there is any place where democracy applies, it is with reference to our leisure.

Let us make no mistake. Much leisure time, character-building writing in the past has been definitely on the basis of controlling other people's lives. Ten years ago a philanthropist of great wealth sat entranced for three hours while a social worker outlined a plan for "scientifically conditioning men and women in their leisure time so that they would be compelled to be good." The social worker's illustrations even were taken from science, from chemistry. The difficulty is to find a Stalin, a Mussolini wise enough to answer the question—What is good, what is the good life?

Some of us would rather live in a bad world than in a world made good by external compulsion. It is clear that there are certain human activities that are recognized to do harm to others. Such activities are discouraged. But as between activities not in themselves harmful, who is wise enough to say in a given generation at a given time what combination of activities are higher or lower, give greatest satisfaction to this individual, to this group of individuals?

Many act as if man were only intellect, or only body, or only this or that. The truth is man is many sided and with many moods and with many periods in his own growth. No one else can climb inside of us and tell us at any given moment what we need.

We are lucky, however, when we have a need if we find a wide variety of choice of recreation facilities, of recreation activities, of education opportunities.

Protests against the committee on the use of leisure time have not been protests against providing baseball fields, bathing beaches, swimming pools, gymnasiums, meeting places, libraries, classrooms, recreation leaders, librarians, teachers—but rather protests against any "highbrow group attempting to tell us what we ought to do," against a suspected "vast desire to put across a program of self-improvement on us masses."

This protest shows the sound sense of America and gives one faith in the thought and feeling of the mass of the people. Recreation workers, leaders in education, adult education specialists, may well ponder the clippings from all over the United States which show that individuals consider themselves perfectly capable of choosing wisely for themselves and to a certain extent by themselves how they will use the leisure time they have achieved.

Perhaps much of the difficulty is in the use of words, even in tone of voice. Rightly or wrongly there is an impression abroad that many interested in guiding leisure are "snooty," superior, wish to guide other people's leisure rather than their own, that many of these leaders are not as in Scandinavian countries close to the common people.

It is because the whole issue of democracy in leisure time is so fundamental that so much space is given to facetious newspaper comment which carries so serious a message.

Many were deeply concerned when in certain industries the working hours were reduced from eighty-four hours per week to sixty hours or forty-eight hours. There has been no evidence, however, that this reduction which took place when the working day was shortened from twelve hours to eight hours, from seven days to six days, was disastrous to society. And in all probability men and women have within themselves the reserves to meet the situation as the working week is reduced from six days to five days and the working hours are reduced to seven hours or even six hours per day.

HOWARD BRAUCHER.

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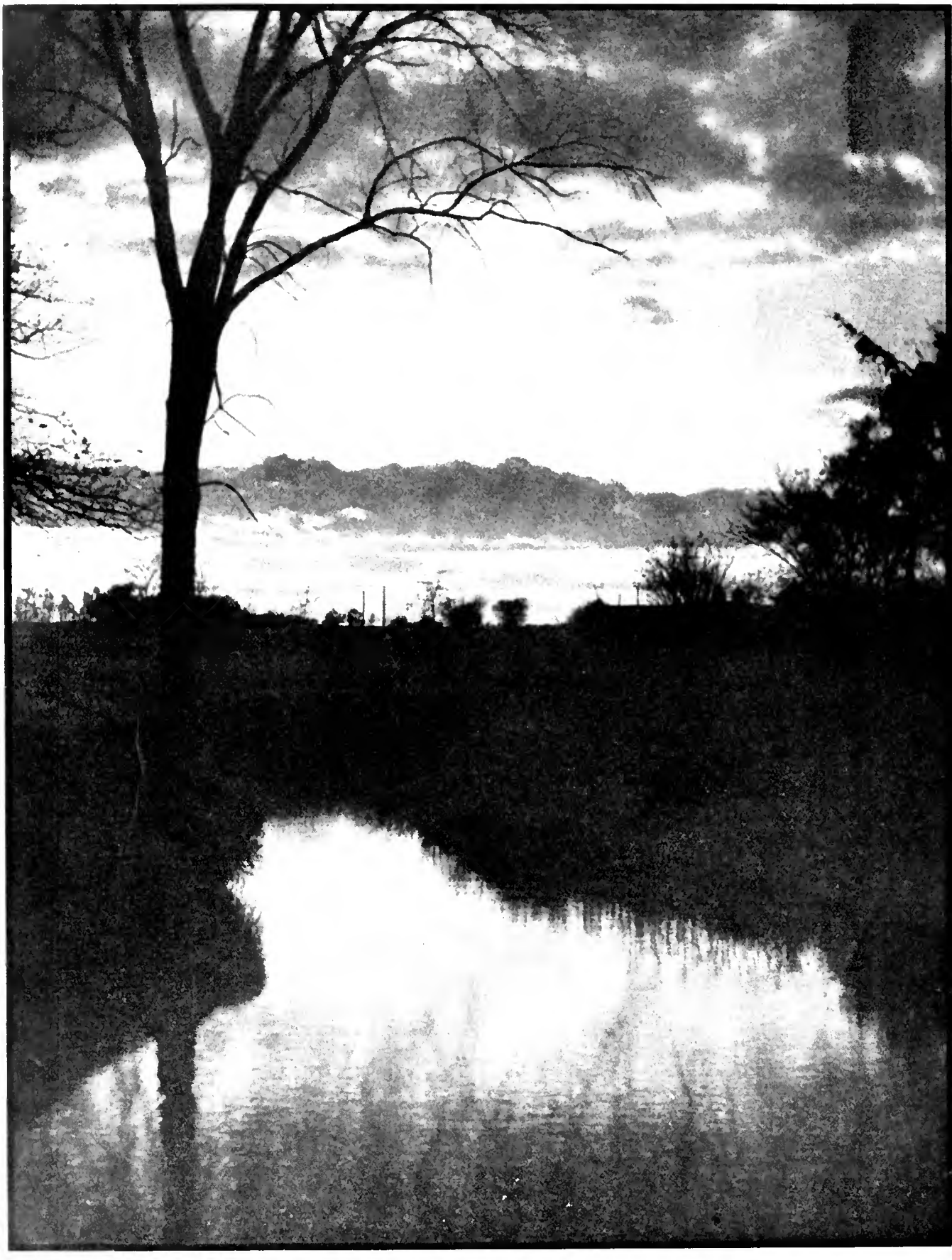
"Nothing Can Hold Back the Dawn"



National Recovery Administration Acts to Teach Workers to Play

Eight Prominent Men Named by Whalen to Study Proper Use of New Leisure

A COMMITTEE to study and report on the proper use of the leisure accruing to millions as a result of shorter working hours under the NRA program was appointed yesterday by Grover A. Whalen, City Chairman of the President's Emergency Re-employment Campaign. The members of the Committee on Use of Leisure Time are:

RAYMOND B. FOSDICK, *Chairman.*
MORSE A. CARTWRIGHT, American Association for Adult Education.
Professor JOHN ERSKINE, Juilliard Foundation.
Professor ELBERT KIRTLEY FRETWELL, Columbia University.
HOWARD BRAUCHER, National Recreation Association.
Professor HENRY OVERSTREET of City College.
Dr. JOHN H. FINLEY, associate editor of *The New York Times.*
JOHN W. DAVIS, past president of the American Bar Association.

Importance of the Problem

"With hundreds of thousands of workers all over the United States about to experience a sudden shortening of their working week, due to the NRA, giving them in many cases as high as thirty-five additional hours of leisure, the work of this new committee assumes top rank in importance," Mr. Whalen said.

"For instance, a large percentage of garment workers, who have been toiling in sweatshops as high as seventy hours a week, are about to return to work for a maximum of thirty-five hours weekly. What are they going to do with those thirty-five hours saved? In the gasoline field, hundreds of thousands of men will be putting in not more than forty-eight hours instead of from sixty to seventy-two a week.

"Think of the countless small shops throughout the country in which salesmen and women have been putting in from fifty-four to sixty hours, who now will work no more than forty. Multiply these few illustrations by thousands and you begin to see the enormity of this problem of how we Americans are to use our new-found leisure.

"In approaching the problem, the members of the committee agree with me that we will have to use Greater New York as a great laboratory—this is to be a scientific experiment from which we hope to derive formulae that can be employed in every city, town and village in the United States. The personnel of the committee guarantees the thoroughness of this great experiment.

"The more tangible targets of the NRA are daily becoming more visible. The signing of agreements, the preparation of codes, the general acceptance of the principles of collective bargaining, the adoption of maximum hours and minimum wages are daily approaching solution. But before we know it, we will be faced with the problem, the most intangible of all today, of millions of hours of leisure. This may well become the greatest problem of all, and it is with this in mind that I have appointed this fine committee. Its work may well affect the lives of 120,000,000 people of this nation for the years to come."—Used by permission of *The New York Times.*

NOTE: There are now twenty-eight committee members.

When the announcement was made in August of the appointment by Grover Whalen of a committee for New York City to study the use of leisure time, newspapers found in it plenty of grist for their mills, and editors, columnists, and magazine writers made it the subject of much comment. Later a statement by Mr. Fosdick, Chairman of the Committee, issued after the first meeting, provided more ammunition for these writers. The result has been a series of editorials, articles and letters, many of them making the project the subject of good natured ridicule. Some of the material has been so clever and amusing we submit it for your enjoyment. A sense of humor is a very important asset for all workers in the recreational and educational fields!

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Do You Have Leisure Trouble?

By DOROTHY DAYTON

If you have a number of remedies are offered here. "Try foot bathing and napping," suggest two of the people interviewed. "Set and ruminate," is one woman's advice, "and leave people be."

GOOD, EARNEST FOLK seem to be fretting themselves quite dreadfully about what people are going to do with all this new leisure. Already movements are on foot, research committees are being appointed and schemes discussed in an effort to devise some way whereby all this time can be used worthily. All in all, the problem of leisure is furnishing a lot of employment—a brand new cause for those who have been looking for one, and future work for typists who will set down the results of costly and learned findings on the subject.

It's easy enough to find out, this reporter discovered. All you have to do is to survey the home neighborhood. We decided to begin on Elsie, the typist who lives down the street and is already knocking off an hour earlier in the evening.

Time for Hair Curling

"What," said we to Elsie, "are you doing with all this time you have on your hands now?"

Elsie's gait was a little less hurried than it used to be. She seemed less preoccupied; a little more inclined to sociability.

"Well, this evening I had time to get a hair cut," said Elsie, shifting her wad of gum to the other side. And in truth, she looked a little less frowsy than is her custom.

"Now I'm going home and put some of those beauty pads on my eyes and take a nap, and first I'm going to roll my hair into curlers, and then I guess maybe I'll have time to iron a blouse before the boy friend comes."

Well, one would scarcely have expected Elsie to take courses in economics, or the history of art. Her use of leisure was, perhaps, just as wise as anything any committee could suggest. We decided to tackle Mrs. Finklebaum, whose husband gets home at 6 instead of 7. He's some sort of a watchman at a factory.

"John? What does he do now?" she repeated the question good naturedly enough. "Oh, well, he has time now to take a foot bath before dinner. You see his feet swell so, being on 'em all the time. I was hopin' he'd get one whole day off so I can get him to mend that kitchen cupboard. Always claims he's too tired evenings. But he got it this way instead."

Eternal Feminine

Next we went up the scale a notch. We found little Miss Brown, who is a brisk coming young business woman, hurrying along with a bag of groceries under her arm.

"Oh, I have time now to really cook dinners,' she said. "This evening I'm going to have real hot biscuits. Come up some time. I'm learning to make waffles." Miss Brown had to rush along, because she had invited her beau to dinner.

We decided to try a more serious minded male next. There was young Mr. Stewart, who is some sort of a research worker. He, too, is getting off earlier evenings.

Extra Shave

"There really isn't so much more time," he said. "The only difference is now I have time to shave and take a bath and change my clothes before I go out in the evenings. Well, this evening I'm going to take my girl to the movies."

Some workers, however, are getting a half, or a whole day off. The first one we approached was Mr. Hopkins, a young married man, an office worker.

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"Well, so far," he said, "I've mostly been catching up with my sleep. I do just about like I do on Sundays, only there's less paper to read, so I listen to the radio more, I guess, and well, let's see, I ran a few errands for my wife, and wiped the dishes, and then we intended to go to the natural history museum and look at the dinosaurs, but we never got around to it. We didn't seem to have time."

Another husband in the neighborhood divulged that he now has time to walk the dog before dinner. A young woman is getting in some daily exercises and a swim. Louise has time to mend her stockings and wear white lingerie collars on her office frocks.

Most of all, however, we liked Mrs. Parsons' attitude toward time. Mrs. Parsons spends her days altering garments. She has two hours of leisure each day that she didn't have before. We found her sitting on the front stoop, a placid and contented look on her face. She appeared a little nettled at our question, however.

Just Set

"I just set," she said firmly, and we thought a bit defiantly. "Just set and ruminate. When I get tired settin' here, I'll go inside and set," all with a "and what's it to you?" attitude. Then, suspiciously, but not unkindly, she added, with an air of enlightenment.

"Say, I'll bet you you're some kind of a welfare worker. And you want to know what people are doing with their 'leeshur.' My husband, now, he's upstairs restin', if you want to know. He's got a right to rest, hasn't he? I 'spose, according to your idea he ought to be studying 'Roosian,' or somethin'. My advice to you, young woman, is to leave people be. Leave 'em be!"

Least of all, we liked the soda jerker at the corner drug store. He has that self-righteous, egotistic air of those who are bent on self-improvement. He takes night school courses, carries around learned magazines, and worst of all passes along a lot of misinformation on scientific subjects as he hands out the breakfast coffee and toast.

The only improvement we could notice as a result of the leisure, is that everybody's dispositions seemed a little better. And personally we hope that, like Mrs. Parsons, a lot of them will just sit and ruminate.

We have pleasant recollections of country folk who just sat and ruminated all winter long. As we remember it, they had a lot of originality and and individuality that is lacking in the average city apartment. Calvin Coolidge's old shoemaker friend in Northampton was on that order, and he actually said many of the things which were attributed to him in the press. We heard him ourselves, and all the adult education he ever had came from ruminating between shoe repairs, and observing the ways of his neighbors.

Perhaps Mrs. Parsons already has ruminated herself into wisdom. So we pass along her advice for what it may be worth, "Leave 'em be!"

—Courtesy *The Sun*, September 9, 1933.

Work and Leisure

When John W. Davis returned from Europe the other day he was asked what he thought of the forty-hour week. "I have always believed, and still do, that no man should work less than eight hours," he is reported to have said to the ship news couriers. "What are we going to do with all these extra hours? Honestly, how many men do you know who will use them for self-improvement, for reading a worth-while book or studying something they need?"

Nevertheless, there must be plenty who employ their leisure for self-improvement. Even during the depression they have flocked to school in considerable numbers to equip themselves for advancement. In prosperous times the desire for self-improvement is one of the most astonishing revelations of human character. The night schools and trade schools are crowded. Humble though they may be in quality, the culture dispensaries are normally grinding at top speed. If the outline histories and the sets of classics and the study classes and the books on manners mean anything, they indicate a strong impulse for self-improvement among people whose experience has been limited.

However, men are under no bond to make this use of their leisure. It is part of their right to their own souls. They can put it out to compound interest or waste it, according to their personal inclination. To many people work is mainly a means of keeping body and soul together. *When men are not working, it is their inalienable right to loaf if they want to.* Is it only a poet who can perceive the connection between loafing and inviting the soul? Sometimes work may be as mischievous as idling.

—Courtesy of the New York *Times*, August 22, 1933.

Notes and Comment

THE USE OF newly created leisure time is perhaps less of a problem than City Chairman of the President's Emergency Re-employment Campaign Grover A. Whalen supposes. One way to use the new leisure is to serve on Committees on the Use of Leisure Time, such as the one headed by Raymond B. Fosdick. Mr. Whalen speaks of the "enormity" of the problem of leisure; obviously, one way to keep busy is by going quietly up to persons like Mr. Whalen and telling them the meaning of the word "enormity."

Another use for leisure, which all men will appreciate, is in changing one's pants. A man, in the ordinary course of his life, spends twenty-five hours a year transferring his keys, penknife, and money from the pockets of one pair of trousers to the pockets of another. In the old cut-throat-competition days of industry, a man did this nervously and with the feeling that every second lost was a second lost. Under the new code, he will be able to go at it more deliberately and with greater calm—almost with a feeling of peace.

With the largest surplus of wheat on hand in the history of the world, a certain amount of everybody's leisure can be spent helping to distribute it, a good plan being to get up a house-to-house campaign and leave a sample of wheat on everyone's doorstep with a little printed slip saying that it is with the compliments of the United States, Canada, Russia, China, Australia, and the European deficit areas, and that it can be served with cream or milk, or with berries and sugar, and that if you like it you can order more from your neighborhood grocer.

Another use for leisure is the bicycle. We would like to see a network of permanent bicycle paths built throughout the East, to serve bicyclists in the special way that bridle paths serve equestrians. A great many people have now reached forty years of age in this country, despite all the handicaps, and they are the ones who specially enjoy bicycling, the men being somewhat elated on discovering that they can still ride no hands.

If you think we are being silly about bicycle paths, we should like to call your attention to the Kingdom of Belgium, where bicycle tunnels under the Scheldt Estuary are nearing completion. The King is going to open them himself, no hands.

Idle persons can also spend some of their leisure trying to invent a word or phrase which will express an idea for which there is at present no word or phrase in the language. To illustrate: a week or so ago, we were in the midst of an article on bicycles and were about to write that a certain shop "rents 1,000 bicycles a week." Then we realized that that wasn't exactly the case. The shop rents a certain number of bicycles a total of 1,000 times. It doesn't rent bicycles to a thousand people, either; but how are you going to express that idea? The New York *Times*, we notice, is fond of printing figures on travel. "New York had 265,345 visitors per month last year." It didn't, of course; many of them were the same visitors coming back for more. Or, "100,000,000 commuters traveled on ferries last year," or "the subways carried 1,546,904,726 passengers last year." It didn't, but what is the word?

Frittering is another good way to occupy one's idle moments. We should have two major leagues, the corn fritterers and the banana fritterers. And what about the Bronx Zoo, under the new leisure? The Zoo is an important loafing spot and should be kept open at night, as is the London Zoo, when the lemurs, nightjars, bats, owls, and other nocturnal creatures are active. We were once in the snake house after dark (delivering a telegram) and it was a far richer experience than by day. We should think that a very excellent night hall could be added to the Bronx Zoo, which would include an African waterhole to which the large cats would come to drink.

Anyone who still finds himself with time hanging heavy on his hands may collect stalactites from the new subway. They have been found forming in one or two of the stations along the line.

—Courtesy *The New Yorker*, September 2.

Whalenizing Leisure

It comes to us with a sickening shock that Grover Whalen, who can be counted upon to organize anything from a welcome for Colonel Lindbergh to a dog fight, has seen fit to appoint a Committee on Leisure to teach beneficiaries of the New Deal how to play. It is not the fact of the Committee, but rather its constituency, that is depressing. It's all so blamed "official." Raymond B. Fosdick heads it, John W. Davis and John H. Finley are members of it. Other names include Morse A. Cartwright of the American Association for Adult Education, John Erskine (will he give away copies of "The Private Life of Helen of Troy"?), Professor Elbert Kirtley Fretwell of Columbia University, Howard Braucher of the National Recreation Association, and Harry Overstreet of City College. Mr. Whalen is all het up about what the poor garment workers, who will only have to work thirty-five hours a week instead of sixty, will do with their spare time May it be pertinent to suggest that it is none of Mr. Whalen's business?

Leisure is, or should be, whatever the individual cares to make of it. If the poor garment worker wants to go home and sleep for thirty-five hours, that is his own affair. He is not interfering with the progress of the New Deal. If a Committee wants to provide more playgrounds, or build model houses with gardens attached, or insure wages that are adequate to allow for week-end tickets to the Jersey or Long Island beaches, in the hope that the working man will make use of the new facilities, that is one thing. But the creation of the opportunities for loafing and playing ought to be in the hands of definite committees for slum razing, park improvements, the making of swimming pools; and the best insurance for leisure well-spent is a strong labor movement pushing for wage scales that would be high enough to permit of periodical trips to the country in the working man's budget. We just can't see John W. Davis or Raymond B. Fosdick taking much interest in these matters in their capacity as members of a "committee for leisure." We are afraid they will be pushed, by some moral imperative, into dull schemes for "self-improvement" that rightly antagonize those who see hypocrisy in the notion that any one class in society is a fit guardian of the leisure time of other classes.

A better committee, to our mind, would include "Babe" Ruth, the Gilbert Seldes who wrote "The Seven Lively Arts," John McGraw and Connie Mack, the National Association of Ping Pong Table Manufacturers, the Crime Club of Doubleday, Doran, the publishers of the Modern Library, and Ethel Merman. A few Lifeguards might profitably be thrown in. Leisure should imply good healthy vulgarity. But we suppose we must take things as we find them, even when they are "official." If Mr. Whalen's committee really wants to do something for leisure, it might find a way of preventing the pollution of the waters of the nearby beaches; it might provide for free open-air concerts; it might provide better tennis facilities within the confines of the city than are at present available at the north end of Central Park. But to do any of these things will require a realism, a quality of statesmanship, that one does not associate with Mr. Whalen's "official" way of doing things.

As for the publishers of New York City, before the committee becomes mummified with talk and inaction, they should press their opportunity here. Any committee for leisure, whether "official" or not, should be primarily interested in increasing library endowments and library facilities. It is by good reading that the soul of the "loafer" may be invited to something more than occasional dips into drug store fiction. But the increase of the habit of good reading depends on primary and secondary education, something that depends in turn on good (and adequately paid) teaching, not on the appointment of blanket committees of men who are all right in their normal individual capacities, but apt to be stuffed shirts when appointed to anything large, imposing, and "official."

—Courtesy of the *Saturday Review of Literature.*

A Code for Leisure

John W. Davis, returning from foreign shores a few days ago, declared that every one ought to work eight hours a day, and expressed the fear that those deprived of this privilege by NRA would not know how to use their leisure. Few of them, he said, would read improving books. Mr. Davis is to have an opportunity to show the garment workers, who now have a maximum of

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Letter to John W. Davis

Dear Sir: My favorite attention-caller, my right eye, has gazed at your recent statement to the effect that no man should work less than eight hours. I assume that you mean eight hours a day, though if I work eight hours a week my severest male critic, Mr. James Hughes, of the *Herald Tribune* Composing Room, says: "Hey! Look out, or you'll crack under the strain."

You ask what, in the event that men work less than eight hours a day, they are going to do with all those extra hours; and how many men will use them for self-improvement, for reading a worth-while book, or for studying something that they need.

As one who has those extra hours, I ask you to tell me the names of ten worth-while books that I should read. All right, one such book. And what might I study that I need? I am asking for information and guidance.

Now, in what you might call my extra hours, I ride on trains, subways, elevators, and spend time in conversing with reporters, the booksy folk whose office is hard by mine—asking them often "Isn't there anything fit to read in this whole place?"—wait for stuff to be set, read proof, make up, play the concertina, and—this cuts into the extra hours—read the newspapers. No self-improvement in a barrel of it.

What shall I do with my extra time? What do you do with yours?

An idea: You write The Conning Tower some leisurely day. That will give me a day off, and I'll devote it to the reading of any book you want me to read, or to studying something that I need

EDITOR OF THE CONNING TOWER.

Of course, Mr. Davis is a member of the Committee on the Use of Leisure Time. It is hard for us to believe that there is such a committee. What we should like to be is a Despot on the Use of Leisure Time. Our first job would be to order the committee to go to Australia for fifty years of leisure. Or to go bicycling in Cathay. . . . . After giving that order, we'd resign, and let the delightfully human race do what it likes with its leisure time.

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What to Do with Leisure

To the Editor of The Sun:

Sir—Recently John W. Davis professed himself greatly concerned over the use of leisure time that might accrue to workingmen under the new scheme of things and greatly doubted that they would apply profitably and constructively any added free time accorded them from their daily tasks.

The gentleman is utterly correct, in the writer's instance, at least. For, quoting Silas Weir Mitchell's poem called "Idleness":

"There is no dearer lover of lost hours
Than I.
I can be idler than the idlest flowers;
More idly lie
Than noonday lilies languidly afloat,
And water pillowed in a windless moat,
And I can be
Stiller than some gray stone
That hath no motion known.
It seems to me
That my still idleness doth make my own
All magic gifts of joy's simplicity."

And what does John W. Davis do with his leisure hours?

Regardless, one wishes that we workingmen be permitted to dispose of our leisure time as we see fit; would appreciate it if others would not worry themselves about our private lives, though we spend our nonworking hours pitching horseshoes, working crossword puzzles, drinking beer or writing letters such as this. In fact, we workingmen trust that some day our altruists, our reformers and all those who'd standardize individualism, robotize the masses to their own way of thinking, would, in the words of some poet whose name the writer is too shiftless to ascertain:

"Let us alone . . .
Time fleeteth fast
And all too soon the lips are dumb;
Let us alone."

And what do you do with your leisure hours, Mr. Davis? We workingmen reciprocate your interest.

ARTHUR FLAHERTY.

—Courtesy of *The Sun*, September 14.

Ideas Wanted

To the Editor of the Evening Post:

Sir—Have your readers any suggestions as to how I should spend my leisure hours (they are

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The New Leisure

GENERAL application of the 35 and 40-hour week is very obviously going to cause the exchange of a good many man-hours for an equal number of hours of leisure Not that there haven't been a great many leisure hours in the aggregate in the past four years. Twelve million workers out of employment represents a considerable quantity of undesirable and valueless leisure. What is aimed at and what will probably be approximated if not perfectly attained will be the distribution of this leisure among the masses instead of leaving it concentrated in an economically indigestible lump in the unemployed.

From the pother which has been raised about it by social specialists one would be led to believe that the masses hitherto have had very little experience in the employment of leisure. One gathers the impression from the apprehension with which they profess to view the situation that it is a very dangerous thing suddenly to thrust six or eight or ten hours a week of leisure into the hands of each of many millions of men. One man might be able to get away with it without any serious social consequences, but with everybody trying to get the hang of it at once it is feared the devil may be to pay.

The fear of the sociologist is thus summarized by the *Literary Digest*:

"To Fred Eastman, professor of religious drama in the Chicago Theological Seminary, this emerging problem of leisure suggests the story of the boy who received three Christmas present—a sled, an air rifle and a diary. In the diary he made these entries:

"December 26. Snowed so hard I wasn't allowed to go out with my sled.

"December 27. Still snowing. Had to stay in.

"December 28. More snow. Shot grandma.

"When denied recreation and amusement, 'we shoot grandma,' says Prof. Eastman."

Dr. Earl T. Sullenger of the University of Omaha shares this view. As his contribution to schemes for warding off the threatened danger he suggests the organization of neighborhood clubs or community centers with headquarters in park pavilions, schoolhouses and other suitable public property.

From the standpoint of simple social theory the specialists are no doubt right. The wisecrack about Satan and idle hands has too much of demonstrable truth about it to be scoffed at. But it seems to us that the danger has been greatly overestimated. The theory exaggerates the evil and the unwisdom in mankind and ignores the good and the immense capacity for common sense. Or if it admits those qualities it seems to assume that they are completely incapable of natural expression and can be set in motion only by experts who know just how to do it. It takes the attitude that, even in a self-governing society, "mother knows best."

An even more serious defect of the alarmist attitude is the assumption it makes that we are wholly unschooled in the use of leisure. It represents the situation as something entirely new which confronts us instead of merely the growth of something in which the American public has had considerable experience. It overlooks the fact that society has weathered fairly well the change from the 72 and 60-hour week to the 48 and in many cases the 44-hour week already. It ignores the fact that the opportunities for employment of additional leisure are already numerous and varied.

What we seem to detect in the background of these sociological misgivings is a vast desire to *put across a program of self improvement on us masses.* We don't rise to culture as we should, though it is no more than is to be expected of an educational trend which has all but kicked the humanities out of the back door to make way for practical science, vocational training and a kind of cheap and tawdry democratization of the fine arts.

Of course all leisure is not used wisely or well. To our mind the walkathon craze is one of its baser manifestations. Perhaps it is the source of some of our crime. Harvey Bailey at least seems to have used his leisure from the engine cab to take a preliminary course in rum running followed by a post-graduate course in gangsterism.

The golden age of Greece was perhaps the perfect flower of leisure. But perhaps it was overdone, the people tired of it. At any rate it faded and disappeared and its beauty has never been recaptured since. *It seems preposterous to think*

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Use of Leisure Strictly Individual's Own Problem

To the Editor of The Herald:

I have read with great interest and high indignation the many articles in current journals, magazines and periodicals on the subject of work and leisure. The indignation is not a result of the attitude the various writers of these articles assume; as the great majority of them concede the American public sufficient intelligence in making beneficial use of its leisure time. It is the economical, the statistical, the mechanized manner in which they discuss the situation and not the immensely important personal one.

When I read that "A Committee on the Use of Leisure Time" (which sounds like a public welfare satire) had been formed with Raymond Fosdick at its head, that personal aspect loomed so ominously on the horizon, that it left me aghast at the insulting intereference with one's private life that the formation of this committee symbolizes. Why not form a "Committee on Living Other People's Lives"? It would amount to the same thing.

John W. Davis who, besides Grover Whalen, John Finley and other lesser lights, is a member of this clever group, is quoted as saying: "I have always believed and still do that no man should work less than eight hours. What are we going to do with all these extra hours? Honestly, how many men do you know who will use them for self-improvement, for reading a worthwhile book, or studying something they need?" What earthly right has any individual to make such a statement, the inanity of which is so obvious that it is insulting to one's intelligence; what right has that individual to assume the responsi-

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"The statement by Raymond Fosdick about the use of leisure is highly sensible. He has been chosen to the leadership in the movement to get the most out of the added free time into possession of which millions have suddenly entered. It is not for this group to determine how the leisure of other people should be spent. Its function is simply to help give knowledge of existing facilities, educational, recreational, avocational, so that people can the better choose what they wish to do. It will doubtless discover that there are needs beyond the present provision. For the moment it can be most useful in stimulating interest in the subject and in spreading information about opportunities. A timely word of Dr. L. P. Jacks is that, as to labor and leisure, "better conditions" in the one are impossible without "better conditions" in the other. The fate of civilization may be determined less by what people do in the few hours when they are "officially at work" than in their many hours of free time."

Use of Leisure

To the Editor of The Herald:

I have many times had the impulse, but have heretofore resisted the urge to "write to the *Times* about it." In the interest of common sense (that uncommon attribute), however, I feel I must just this once write to your Mail Bag column in order to applaud most heartily the splendid letter signed by Mary F. Galvin in the issue of Sept. 26 on the "Use of Leisure." I also applaud most sincerely your editor's discrimination in selecting it as worthy of publication from the hundreds you no doubt receive on various subjects.

Miss (or perhaps it is Mrs.) Galvin's letter in regard to the "Committee on the Use of Leisure Time" should be adopted as a sort of petition, and I'll wager if it were put to such use and its destination known to be the halls of Congress, or to be read at the annual conventions of the various meddlers in the private lives of citizens, it would have as signatures fully 85 per cent of the average people of every community in these United States, despite their other affiliations.

If the people who give their time to such absurd ideas as this "Committee on the Use of Leisure Time" would spend some of their leisure time at home getting acquainted with their families (if they have any), or use their leisure time and surplus energy knocking the little white balls around the golf course they would do far less harm in the world.

No doubt hundreds of people like the writer, who get along without interfering with their neighbors' avocations and appreciate the fact that the great middle class of Americans are doing a splendid job of working and living under many trying and adverse conditions during these trouble-

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Those Leisure Hours

(*"Committee on Leisure Time named by NRA Board to teach workers what to do with their additional spare time under shorter working hours."* —News Item.)

SCENE—FACTORY OFFICE.

Workman (*forlornly*) — Boss, I'm sorry, but I've got to ask you a favor.

Boss (*a little puzzled*) — These are not your working hours. You're not supposed to be around as late as this.

Workman—That's just it. You've got to help out or I'll go nuts.

Boss — What's the matter? Haven't I done everything possible for you? Haven't I given you more time off than you ever had in your life?

Workman (*weeping*)—It's terrible, boss . . . . those long hours with no work to do . . . . those dark periods of complete leisure. They got me whipped!

Boss—The thing to do is to take that problem up with the local Committee on Leisure Time. They have it all figured out.

Workman—I did, boss. They suggested kite flyin'. I tried it for a few days, but it didn't satisfy me. I never was much of a hand for kite flyin'.

* * *

Boss—How about hoop rolling? One of our men who only works four hours a day under the new deal tried hoop rolling on his free time and he seems to be enjoying it immensely. He's gotten so he can roll two hoops at a time.

Workman—I tried hoop rolling, too. And train gazing.

Boss—Train gazing?

Workman—Yeah. Goin' down to the depot and watching the trains come in. The committee recommended that, too, but the same people come in every day. Just a bunch of commuters.

Boss—I'd like to help you, my man. You can't give us your best work if you come in every day all in from worrying about how to play in your spare time.

Workman—No, indeed, sir. It's got me goofy

* * *

Boss—Have you thought of stamp collecting or butterfly mounting? How about steam shovel watching?

Workman—Steam shovel watching?

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Interview on Success 1933 Model

"What is the secret of success, Mr. Epperwaithe?"

"Recreation, leisure, plenty of good hard play."

"Do you think there is just as much opportunity as ever for a young man in America?"

"More than ever. There never was a day when a young man who liked fun could get so far ahead in business. All he needs is the determination to avoid toil and long hours."

"In your case, Mr. Epperwaithe, did you begin life with any special advantages?"

"On the contrary, I faced very serious disadvantages. My father, for example, believed in the old-fashioned gospel of hard work. He believed that there was satisfaction in honest toil, and all that sort of thing. It was very disheartening."

* * *

"That view was rather generally held some years ago in this country, was it not?"

"Yes, indeed. Why I can remember back fifteen years or so when the magazines printed confessions by successful Americans in which they actually boasted of how they used to labor from sunrise to sunset in order to master the business."

"What did you do to escape this influence, Mr. Epperwaithe?"

"I ran away from home. It wasn't easy at first but I finally found a job which required me to come in only four or five hours a day five days a week."

"Then what?"

"Well, I immediately attracted the attention of my employer by going to him and solemnly promising to let nothing in connection with business interfere with my hours of play. I agreed to take as much time off the job as possible."

* * *

"Was your success rapid, Mr. Epperwaithe?"

"Very. I lost no time in perfecting myself for the strenuous demands of business. In twenty-four hours I had joined the thirty-six-hole golf club, and before I had finished my first week on the job I had taken up polo, archery, soccer and handball. I think I may say without seeming immodest, that in no time I had worked out a system where I was not doing any work whatever.

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A Symposium on Loafing

A Loafing Code

"It ought not to be assumed that a person doing nothing is wasting his time." It is Mr. Raymond B. Fosdick, the chairman of Mr. Whalen's committee on the use of the new leisure, who has pronounced these revolutionary, these stupefying, words. Not exactly pronounced them, that is to say; but he has committed them to paper in a public statement to the press. When discovered by the reporters, the committee turned out to be a group of rather shy violets, laboring modestly at the peculiar task to which patriotism and Mr. Whalen had called them. Mr. Fosdick's statement was not even in the name of the committee as such. Yet behind this reticence there would seem to be hearts of iron; for the words are there in black and white—and more, too. The committee actually does not believe that "any group should attempt to determine how the leisure of other people should be spent." It does not seem to Mr. Fosdick even "desirable that all leisure be spent in activity"; and he comes right out before an astounded world with the flat declaration that *"idleness and loafing have a legitimate part in the art of living."*

We must, indeed, have left the "economics of scarcity" behind us. What public man (barring, of course, a few columnists, irresponsibles and professional Bohemians) would have dared in even the last few years thus to demolish the dearest cornerstone of the American ethic? How many even today would similarly flout the great tenet that "Satan finds some mischief still for idle hands to do"? It will be noted that Mr. Fosdick himself is still cautious; "it is not to be assumed," he says, that the idler is wasting his time. This is really only shifting the burden of proof. The gentleman lying on his back in the grass should not be considered guilty until the charge of shiftlessness has definitely been proved against him. He remains open to

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Mr. Fosdick's statement gave rise to some delightful editorials on loafing. (And who would not agree that just to loaf is often one of the most satisfying ways of spending one's leisure?) "Is it only a poet," queries the New York *Times*, "who can perceive the connection between loafing and inviting the soul?"

The Virtue of Loafing

Europeans have said of America that this country does not know how to loaf—that our biggest trouble is our ceaseless activity. This opinion usually is ridiculed by the rank and file of ambitious Americans. Thankful the nation should be that it is not taken seriously.

But everyone realizes, too, that there is a value and virtue in learning how to relax. This country might turn to Europe and say that the Parisian sidewalk cafes indicate that Europe understands too well how to loaf.

In the first statement from the New York NRA committee on the use of leisure time, Raymond B. Fosdick, chairman, pronounces the right to loaf. He claims that "idleness and loafing have a legitimate part in the art of living. It ought not to be assumed that a person doing nothing is wasting time."

This human sidelight puts a little joy back into life that some would try to remove. There is a time, place and use for everything, even loafing. Like any other good thing, its misuse leads to downfall.

All the new leisure under the NRA cannot be spent reading good books, learning trades and arts, playing bridge, gardening and looking after the children. There is no common sense in ridiculing the New York committee for its plain-spoken endorsement of loafing.

Fosdick continues, "The first thought of the community in considering leisure ought to be: 'What do men and women want to do?'" After all, theirs is the decision, not the committee's.

"The next thought," says Mr. Fosdick, "what would they want to do if they had the full and complete knowledge of existing facilities?" And here we come to the real heart of the matter. It is far preferable to tell people what they may do than to tell them what they ought to do.

It is a point to bear in mind in the coming years.

—Courtesy of the *Flint Journal*. September 26, 1933.

A Corollary of the Codes

A FEW YEARS AGO Professor Jacks of Oxford in a lecture at Glasgow University predicted that the hours needed for mass production and mechanized labor would fall so low as "to leave the leisure hours the major quantity" for all classes of workers. He thought that the effect of this would assuredly be "to shift the task of social organization" in such a way that the chief weight of it would be thrown into a new field—the field created by the "abundant leisure" of the citizens. The codifying of the hours of labor resulting in their reduction to 35, 40, 48 per week—out of the total of 168 hours in every week—for millions of workers in America has suddenly increased that major quantity of leisure and made its use an urgent social problem.

We are warned that many a civilization has owed its downfall to "untrammeled" leisure and that our own may likewise utimately perish from the same cause. But the spirit which permeates our sports and which shows itsself in the creative arts generally is our surest defense against such degeneration. Personal skill driven out of the shop or factory by the machine may find a welcome in the avocations of leisure—in recreational activities; in the cultivation of aptitudes for which vocations offered no opportunity; in following hobbies of intellect or hand; in the pursuit of happiness that comes of doing something of human significance, in "applying one's heart to perfecting one's works."

A code looking to the better education of the people in a sensible use of their leisure time may, as one has suggested, come in time to be known as a second Magna Charta of liberty—the freedom, as Arnold Bennett said in his "How to Live on Twenty-four Hours a Day," of so many hours every week in which "to spin h e a l t h, pleasure, money, content, respect and the evolution of an immortal soul." This does not mean a feverish filling of every moment with s o m e hurried activity, "something to keep in store." There is such a

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And now for the other side of the picture! There should be balm for wounded feelings in the fact that not all of the editorials have found in the appointment of the committee merely a subject for clever satirizing. Many have pointed out the real need for the work of such a group and the possibilities for constructive s e r v i c e. Through calling attention to the vital issues involved they have helped greatly in interpreting to the public the issues faced.

That Spare Time

WHAT ARE THE American millions now being turned loose anywhere from eight to forty hours weekly in that devil's workship, idleness, going to do about it?

Nothing to do all Monday or all Tuesday or all Wednesday. Holiday and no picnic to go to. With characteristic vision Grover Whalen, head of the local recovery administration, leaps to the front with the appointment of a committee to help solve this great problem. He says:

"A large percentage of garment workers, who have been toiling in sweatshops as high as seventy hours a week, are about to return to work for a maximum of thirty-five hours weekly. What are they to do with these thirty-five hours saved?"

What are the clerks in the countless stores and shops of the nation going to do with the twenty hours and more a week that will be left hanging heavy on their hands?

Mr. Whalen expects that his committee will make New York City a great laboratory for the solution of the problem for the whole country.

The committee will find a reservoir of experience in the million local victims of unemployment who can testify well to the effects of a life of no work and also no play. The problem of these in solving itself through new jobs will make a problem of leisure for the now employed. The former have been bearing the whole brunt of the inevitable consequence of the technological age—a surfeit of leisure. Now leisure is to be distributed.

Obviously the general solution will cost money and great effort. It will, doubtless, in great part take the form of community activities, such as cultural, musical, choral and sporting activities. Education will have to be provided along new lines for people all the way from the cradle to the grave. Mr. Whalen and his committee will be pioneers in what is to become the foremost problem of the American people. In the answer to that problem will come a vast new growth of enlightenment and new sinews for true democracy.

—Courtesy New York *World-Telegram*, August 24.

What to Do With Your New Deal Spare Time

Trend to Country, Cultural Gains, Increased Content Held Likely—Pursuit of Hobbies Stressed—NRA Experts Needed to Teach People How to Enjoy Themselves in Economical Ways

GREATER LEISURE, more time for personal affairs, is being newly acquired under the operation of the National Industrial Recovery Act by the American working man and woman.

To what use will this new-found leisure be applied?

A practical view is to anticipate that the worker's first use of his extended leisure will be recreation. Idealists may frown, but it is well to remember that the average working man makes his own interpretation of enjoyment of life, or, in other words, the pursuit of happiness, and it is, therefore, likely that with greater leisure and means to enjoy it he will put in more hours at wholesome diversions from the serious tasks attendant upon earning a living, says George A. Sloan, president of the Cotton Textile Institute, Inc.

Widespread Benefit Seen

The country as a whole is bound to be a decided beneficiary from the successful application of the recovery act because it is reasonable to expect that more opportunities for recreation, without worriment over means of livelihood, will make for greater contentment with life. Contented workers are assuredly a strong asset to both industry and nation.

One of the reactions to be expected is an increased interest in various sports. Shorter hours will give an employee greater opportunity for motoring. Railroads and other common carriers will doubtless experience a sharp pickup in week-end traffic.

"Back to the Country"

Shorter hours will also tend to move people farther out into the country, as they will have a longer time to reach their place of employment.

Added leisure will also permit the further pursuit of hobbies. Those persons who had a desire for gardening, necessarily repressed on account of lack of time, will now have time for this recreation, with the chance of tangible reward. Others mechanically inclined, or who are studious by nature, will have similar increased opportunity for engaging in the things they like to do. Family life should also benefit from increased leisure.

Travel and leisure will give people an opportunity to become better acquainted with museums and art collections, historic shrines and public institutions of interest, all of them stimulative of better citizenship. They will also have more time for active interest in public affairs.

Stimulus to Spending

Unquestionably there will be a greater stimulus to spend. More time will be had for shopping with benefit to the storekeeper, and the farmer and manufacturer who supplies the storekeeper, with a consequent benefit to the entire economic organization of the country.

Some old-fashioned people may be pessimistic about the increase of time for idleness, but we prefer to believe that in view of the uncountable diversions which exist in modern society for wholesome recreation, the influence of leisure is certain, in the main, to be good.

Cultural Advancement Likely

The idealist need not necessarily feel that his theories will not receive attention. Americans made programs culturally under the working conditions of the past. With more leisure time they are bound to realize more of the better and finer experiences of life. Surely, some of these benefits will be greater cultural advancement.

I would advocate that the NRA draft the services of experts in methods of play, and teach the people to enjoy themselves in wholesome, convenient, economical ways, says Jesse Frederick Steiner, professor of sociology, University of Washington.

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More Time for Play

This Country Has Opportunity to Set a World Example

To the Editor of The New York Times:

I NOTE YOUR comment on John W. Davis's statement that people ought to work eight hours a day. Good King Alfred, whose haunts about Winchester, England, I have just been exploring, believed eight hours should be devoted to work, eight to play and eight to sleep. That was in 900 A. D.

Modern machine production has made it possible for more people to play. Preaching at Southampton on August 6 to a thousand or two people, I stated that hours of work must needs be reduced, that hours of leisure must be increased. I said that modern inventions gave more chance to all the folks to go to the movies, use bus lines, for travel, boats, airplanes, &c., for enlarged knowledge of the world in which they live. Likewise radio, the illustrated press, current events of the screen, wireless reports from every section of the globe, are educating all the people so that the average power to think and act is amplified daily.

It is no longer possible to expect a leisure class to enjoy the labors of the rest. Feudalism was one economic system; ultra-capitalism has superseded that. But a reconstructed, liberal international economic planning is inevitable.

My education, my reading and my studies have made me not selfishly associated with intellectual groups who want to preserve the old system of exploitation of the masses for the benefit of greedy groups who expand their own business by control of the conditions of supply and demand, gamble in bonds and stocks, even while there may be 30,000,000 unemployed and looking for jobs.

I believe, as I said at St.

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"I believe that the subject of leisure is as vital to individual Americans today as the economic dilemma itself. America will not grow up until it makes the discovery that a successful life cannot be summed up entirely in terms of achievement even if the standard by which that achievement is measured is high, and of the spirit. We have only lately begun to recognize and admit that a successful life is also to be estimated in terms of satisfaction returned to the liver, in the rewards of a contented spirit, in a vital and growing sense of the fullness of life." — From report of Alumnae Conference on Leisure, Wellesley College, April, 1933.

Leisure 100 Years Ago

SINCE THE ADVENT of the NRA with its program for decreased working hours, there has been much discussion of the problem of leisure. What is to be done with all this time which labor is to find on its hands? It is not a new problem, and yet it was somewhat startling to find it posed the other day in our "Century Ago" column. By bringing the elements of nature and the principles of science to our aid, this item in the *Evening Post* of a hundred years ago stated, our surplus time has been *increased nearly a thousand per cent.* "And how is this time appropriated?" the writer asks. "This question is nearly answered in three words, viz., *idleness, extravagance, and vice.* How ought it to be appropriated? The answer is in two words, *to mind and heart—intellectual and moral improvement.*" How much progress has been made in the century since this was written in utilizing leisure along such lines we would not attempt to answer. But we would call attention to this discussion of the question to Mr. Whalen's committee on leisure.

—Courtesy of *The New York Evening Post.*

Leisure Time

Interviewed on the subject of the new deal program, John W. Davis, distinguished democrat and erstwhile candidate for the presidency, is reported to have expressed doubt concerning the wisdom of further shortening the average workday and increasing the leisure time of the masses. He believes in an eight-hour day for everybody, and fears that few persons in any walk of life know how to employ their leisure wisely and profitably.

Mr. Davis has pointed out a real difficulty, but hardly for the first time. The question of teaching boys and girls to use leisure intelli-

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Time To Burn

WHAT WOULD you do with yourself if you had to go to school only from 9 to 12 A. M. five days a week, and had no lessons to get, no grass to cut, no housework to do, no papers to deliver, nor any other compulsory chores in your spare time? Sounds coocoo, doesn't it? "Lead me to it!" yells a voice from the crowd.

Well, twenty years from now your life may be arranged on just that sort of patter. When, in 1919, the United States Steel Corporation abolished the 12-hour day only after a prolonged fight, protesting that any change would ruin the industry, no one dreamed that in 1933 practically every manufacturing plant in America would be running on a 40-hour, five-day week by order of the Federal Government. For years the American Federation of Labor has been a voice crying in the wilderness for shorter hours. Now they are a reality, and every indication points to a still further progressive decrease of working hours. For competent engineers and economists have come to the conclusion that the only possible way to keep our tremendous capital plant running steadily without piling up vast surpluses of unsaleable goods and causing periodic crises like that of the last four years, is to hold down production to extremely moderate figures. Already there is talk that the NRA maximum ought to be 25 instead of 40 hours a week. The experts are saying that all the necessary work of the world can eventually be done in a four-hour day, and still raise the standard of living for every man, woman, and child.

It is a favorite doctrine of aristocrats that only a small minority is fit to "loaf and invite the soul." To put it a little bluntly, they think that the common man has no soul to invite. Mr. John W. Davis, the distinguished Democratic lawyer, has expressed the fear that less than eight hours work a day will demoralize the American people. This sounds suspiciously like the old charge of dwellers on Park Avenue that it doesn't pay to provide bathtubs for people in the slums —they will only use them for coal bins! But, whether Mr. Davis likes it or not, the masses will soon have time to burn.

We are going to have leisure—leisure in such quantities as the world has never known for the common man. The "NRA holidays" are already upon us—a full Saturday and Sunday. What shall we do with all these empty hours? Granted that a stevedore has just as much right to waste his time as a yachtsman, it is fair to ask them both whether what they do with their leisure makes them any happier, healthier, or better furnished in the head. One large section of the newly leisured public will go in for golf, motoring, beach parties, and fishing. The sporting goods business, according to trade journals, has taken a sharp upturn. For these we have only best wishes. It won't hurt them. It will prolong their lives, keep them out of mischief, and perhaps give them an occasional glimpse of nature. Another group will putter about in gardens, cellar workshops, and radio apparatus. We congratulate *them*. The man or woman with a hobby will find it the best salvation against going to seed. A very large section will attend more movies and musical comedies, or sit more hours glued to the radio. And this is where one of the greatest dangers of the new era arises —the turning over of a vastly increased market to the cynical purveyors of commercialized amusements. At the lower edges of this field, the line between amusement and vice is a very thin and wavering one. The threat is redoubled by the new freedom of drinking habits that is bound to come with repeal of prohibition.

For those who have the will to do something creative with their new-found leisure, the world lies wide open. Here is a sort of brief code for loafers: The best leisure-time activity does these things for any one: (1) Makes him do something actively with his own body, hands, or mind, instead of sitting still and soaking up impressions like a sponge; (2) Gives him a sense of solid achievement

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"With the new leisure, and work penduluming back and forth from 40 hours a week, America needs to learn one thing more—how to play. . . . . If we used the spare time to widen out our heads between the eyes, we might be better for it. If we even had some hobby or avocation at which to work, it might be useful."—From the Redwood City *Tribune*.

Shorter Work Days Expected to Provide Better Citizens

Here is an interesting summary of some of the articles and editorials published in a number of newspapers on the use of free time. It will be encouraging to all workers in the leisure time field to see how wide spread the interest is and how deep and genuine the appreciation of the importance of the problem.

A QUERY FROM John W. Davis as to what the people will do with their extra hours of leisure under the recovery plans is answered by the press with some enthusiasm. The opportunity of better individual training and the enjoyment of recreation facilities provided by communities is expected to result in better types of citizens with the prospect of more contented lives.

"One suspects," avers the San Antonio *Evening News,* "that the question of leisure is worrying sociologists and the psychologists more than the persons immediately concerned." That paper thinks they probably "are too busy catching up with their gardening, housework, fishing, golfing, bridge or reading to give the matter much thought," but the *Evening News* continues: "By and large, what to do with added leisure is less a social problem than what to do with the several million persons still lacking permanent jobs. Anyhow, many workers are solving their own leisure problems in a manner satisfactory to themselves. Some are going to night school; probably the promised "opportunity schools" will enroll many more. Others will spend spare hours reading at libraries or riding hobbies. Probably few will pursue culture, but that is no occasion for anxiety."

History of the National Recreation Association is recalled by the Youngstown *Vindicator,* with the belief that its services increased and the advice that "communities cannot ignore the new conditions they have to meet." The Youngstown paper continues: "The work period for millions is shortened by the recovery act, and the leisure they will have has been considered in many quarters, some concern being expressed as to what the result will be, how the hours will be employed. The Recreation Association has a definite line of action and having had experience of many years is in position to aid in the national constructive movements.

In planning for this new time in which longer periods of leisure have been suddenly provided, the association has had in mind the greater need of educational and recreational services in every community."

Commenting on the cheers given in its own State at a meeting for support of the NRA program, the Portland Oregon *Journal,* looking ahead to "an America of life and business and recreation and pleasures, instead of the America that for nearly four years has been a land of despair," exclaims: "Why shouldn't the tidings be everywhere carried of nobler modes of life and fairer fields for folks! Why shouldn't every soul in the land hear that the Government is trying to apply squarer laws; is struggling to substitute agreement and understanding for strife and hate in industry; is striving to fill every household with love of right and the pride of truth!"

While conceding that "when men are not working, it is their inalienable right to loaf if they want to," the New York *Times* voices the belief "there are many who employ their leisure for self-improvement." The *Times* continues: "Even during the depression they flocked to school in considerable numbers to equip themselves for advancement. In prosperous times the desire for self-improvement is one of the most astonishing revelations of human character. The night schools and trade schools are crowded. Humble though they may be in quality, the culture dispensaries are normally grinding at top speed. If the outline histories and the sets of classics and the study classes and the books on manners mean anything, they indicate a strong impulse for self-improvement among people whose experience has been limited."

"Doubt if leisure can be mass handled" is expressed by the Providence *Bulletin,* with the state-

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The Public Hearings on the Use of Leisure

By RAYMOND D. FOSDICK

On November the sixteenth, seventeeth, twenty-first and twenty-second, the Committee held a series of public hearings. At the opening meeting Mr. Fosdick made a statement regarding the purposes of the hearings which we present here. Mr. Fosdick's statement is followed by a number of the addresses given by those appearing before the Committee on the first day.

PERHAPS it would serve the interests of clarity if, at the outset, I were to outline the purpose of these public hearings which are being held by the Committee on the Use of Leisure Time. This Committee was appointed by the New York City branch of the National Recovery Administration. We were given no directions and no terms of reference, but the idea behind the appointment was undoubtedly the belief, which can scarcely be challenged, that the world is entering an industrial era in which the necessary work will be done in a shorter working day and a shorter working week. This applies particularly to those countries like the United States which are most completely mechanized. The use of this newly-acquired leisure constitutes not only a personal question for the individual but a social problem for the community. Is the community equipped to meet the demands for leisure time facilities which this new industrial revolution is even now creating? It was the attempt to find an answer to this question that led to the appointment of this Committee.

The purpose of these hearings, therefore, is to bring to public attention information and suggestions as to what people want to do with their leisure, what opportunities there are for the use of leisure, and what additional opportunities, if any, might well be made available.

It should be said at once that it is not the purpose or the desire of this Committee to teach people how to play or how to improve themselves, nor would we presume to prescribe how people should use their leisure. The purpose of these hearings is to ascertain not what people *ought* to do with their leisure but what they *want* to do with it. Leisure time by definition is free time. Any sense of obligation to do anything other than what one's own tastes and interests invite is a denial of the very essence of leisure. The Committee hopes through these hearings to make known to more people what the leisure time opportunities of New York are and also to inform the New York City public as to the desires and needs of our citizens in relation to their leisure time. Only through such an informed public opinion can there be support and backing for those facilities and opportunities that may be needed by our citizens, especially those activities which depend for their satisfaction on the collective provision of public facilities such as museums, parks and libraries, or on the resources of private leisure time agencies, which it is beyond the ability of the individual to provide for himself.

I am sure I speak for the Committee in saying that while in our opinion there is a certain timeliness about the consideration of this topic at this present moment of industrial change, there is nevertheless a touch of bitter and ironic inappropriateness because of the fact that the leisure of hundreds of thousands of people today is enforced leisure through inability to secure employment. I would not want these hearings to start on any complacent note—as if in a sound and healthy condition this community were sitting down to consider further opportunities for its citizens. A museum is no substitute for bread and a playground is not a roof against a winter sky. I do not care to be a party to any attempt to provide an ornamented facade for a social system that cannot find work for its people. The leisure that we are talking about is not the leisure of unemployment. The enjoyment of true leisure depends not only upon having a job, but also upon an adequate income from the job, and upon a sense of security in the job. At the very outset of these hearings, therefore, and so that there may be no mistake as to how we rate the importance of this problem of leisure time, I would like to say on behalf of the Committee that unless we can solve the far greater problem that

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Leisure—An Interpretation

By NICHOLAS MURRAY BUTLER, Ph.D.
President, Columbia University

ONE OF THE most obvious objects of life is to learn how to live. That means two things, first that you must make life physically possible by such compensated effort as will provide the necessities of physical existence and comfort for yourself and those dependent on you, and second, that you will seek to find and to make opportunity to use your human abilities in larger and non-material ways and fashions both for your own satisfaction and for the good of your kind.

We call the first work, and we call the second leisure. There is a great difference between leisure and unemployment. Unemployment means an absence of the first, work, and it destroys the basis for real leisure. It merely fills up the hours of the day with anxiety and worry, and so long as work is not available leisure is impossible because leisure is the outgrowth and accompaniment of successful work.

If one is an animal he does not have any leisure except, I suppose, the time spent in sleep, if that be leisure; but a human being has all these capabilities and possibilities and becomes increasingly human as he finds opportunity for their manifestation and enjoyment. An immense mass of the population of our modern world has known very little of leisure. Their work—the first of these two aspects of life—has occupied most or all of their hours, and what little period might have been given to leisure has really been spent in recovering from fatigue.

Now we have come to a point where the interest of the intelligent mass of mankind is focused on so raising the standard of living that, first, work will be properly remunerated and systematically provided, and second, that leisure will be offered, together with indication and guidance as to how it may best be used. One of the physical characteristics of leisure is that it involves the rest and relaxation of the nervous system. The strain on the nerves of a brain worker of any kind, for example, is very serious and very severe during the hours of occupation, whether they are long or short. True relaxation, therefore, in his case, should involve relaxation that may take the form of physical exercise or games. It may take the form of light occupation of some non-serious kind, working in a garden with flowers, trees or vegetables. It may involve the reading of books, hearing good music, or visiting great collections of art and expanding the field of interest and activity.

Take this city of New York for example, where one of the most significant sights is to see the crowds of people from all over this metropolitan city and its vicinity who pour into the Museum of Art and the American Museum of Natural History on Sundays and holidays. They are occupying leisure in increasing their interest in either Nature or art, instructing their children, or following up some new discovery of which they have read in the newspapers.

Intellectual Guidance Needed

What is exceedingly important, most important just now, is that the hand worker should not only be offered leisure and given opportunity for leisure but he should be helpfully guided in its interesting and helpful use. That means outdoor interest, sports and occupations of various kinds, as well as those which already have been mentioned as making direct appeal to the brain-worker.

We need increased emphasis on the intellectual guidance of our adult

Dr. Butler in his introductory remarks said he felt the best use he could make of the opportunity given him to speak would be to offer an interpretation of the philosophic framework of the picture the Committee was attempting to paint, and to outline and interpret briefly a few of the fundamental principles which in his estimation are controlling in the existing social, economic and political order.

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population. As I have pointed out publicly a great many times, the average human being seems to reach the climax of his intellectual activity at about twenty-three or twenty-four years of age, and very few individuals continue to grow intellectually after the age of forty. If one crosses the age of forty with a rising curve of intellectual activity, he will probably go on growing for the remainder of his life, but unfortunately the intellectual curve for the great proportion of the population reaches the ground long before that age. This indicates the field to be occupied by what we call adult education. Adult education does not mean going to school or even following any very rigorous program of instruction. What it means is guidance from competent sources as to one's systematic reading, as to one's standard of judgment in art, science and literature, and as to one's occupations in either work or leisure.

The exercise of this guidance must be very carefully considered and very carefully offered. It would be foolish to offer a list of books to a man who had been toiling for six or seven hours in a mine. His natural desire would be for the open air and it would be there that he would naturally wish to seek his relaxation.

One great trouble heretofore has been the comparatively few hours that physical workers have had for relaxation. For the most part they have cared little for anything except rest during those hours. In New York City and perhaps in other great cities, you may notice that among the toilers it is the evening newspapers that are read. The reason is simple. These men and women have just time for their coffee or milk in the morning before they rush off to work. It is only in the evening that they have time to read even a newspaper. This is true in all the great industrial centers. Yet it is in the morning newspapers that one gets the most complete details of the important news of the world. Therefore, the man or woman who has not enough leisure to see the morning newspapers may never get a full understanding of many very important events.

Factors Affecting Interest in Reading

Moreover, it is very interesting to see how current happenings affect the interest and the reading of the population and how quickly they affect it. The Director of the New York Public Library, Mr. Anderson, told me recently that following legislation at Washington last spring there had been enormous demands in our public library here for books upon brewing. People who had never thought of reading about brewing wanted to read about it because of the new legislation. A change of policy upon the part of the Government which had naturally been reported in the press had aroused and evoked a new interest in many people.

Indeed, few things are more interesting than to visit the New York Public Library, or better yet the branch libraries scattered through this city, and to see what men and women are reading in the evening. You will find them reading the most extraordinarily diverse sorts and kinds of literature. One will be consulting an encyclopedia another will be reading up on what is happening in Germany, another will be interested in Italy, another in scientific invention, another will be asking for some best seller among the works of fiction, and if you will stand for an hour in one of those branch libraries, you will get a cross-section of the interest of the average part of our population as it reflects itself in the desire to read under the conditions of today.

The Cinema

Some people find relaxation, and very properly, in the cinema, and with the new leisure the cinemas will be enormously patronized. It is very important for that reason that the standard of cinema production should be very much higher than it has been. For the one person who will read a book about Disraeli or Hamilton or Voltaire, thousands will go to see George Arliss portray them and will get an insight into history, into personality, into happenings of importance that they could not get in hours or days of reading. They will get it in an hour or two under most agreeable circumstances, but they must not be tempted so much as they now are by cinemas that are vulgar and debasing in the highest degree and are having a most injurious effect upon the young of this land in its every part.

Group Organizations Important

Then there are people who seek a social expression apart from their work, tendency to join into groups, to make organizations for some definite purpose, but the indefinite purpose of which is really controlling is social contact with your fellow men. All sorts and kinds of organizations of this sort exist in the United States.

Then we have in every town Rotary clubs, Kiwanis clubs and other similar organizations, the

effect of which is to draw out one's interest in his fellow man, to draw him out of his individualistic selfishness and give him some concern for what is happening to his fellows. That is a most admirable use of leisure, and you may be interested to know, as a concrete example of what is possible, of one of the policies of the Carnegie Endowment for International Peace, for example. That body has organized all over the United States international relations clubs composed of young people and older people who meet once a week or twice a week to read something or discuss something bearing upon the international relations of the world, upon peace, upon the monetary problem, upon tariffs, upon any of the things which are engaging the attention of intelligent people everywhere, and a great many people, in fact tens of thousands of them, find in that a very interesting and attractive use of a certain amount of their leisure.

"For all of us alike, employed and unemployed, want a new kind of recreation that shall engage more of the whole man's interest than is liable to be aroused by a game, a show, or what we significantly call a 'pastime.' It is the whole man that must be catered for—his body, by exercises of a kind that will do more than keep him 'fit' for something else; his mind, by interests that absorb him so fully that he will never be at a loss what to do."—A. Barratt Brown, President of Ruskin College, Oxford, in "Education for Leisure," *Hibbert Journal*, April 1933.

Now that is an idea which can be multiplied. There is no reason why, without any regard to political preferences or affiliations, there should not be discussion clubs by the scholar over this land for the study and debate of all sorts and kinds of problems of public interest which are not necessarily political but which may be social or economic.

The purpose of it all is to make the individual more socially-minded, to get him out of himself, to relieve him from the burden of his work, and to make him feel that there is another side to life which has in it attractiveness and companionship and pleasure.

Of course men and women differ enormously in their response to suggestions and directions. Some are very easily fatigued and make very slight response even to a strong invitation. Their use of leisure is very apt to degenerate into mere laziness. Others will show a great response in many cases. In that case leisure becomes not only interesting in itself but vastly increases the interest and capacity for work.

Leisure and Work

I should like to emphasize the fact that in my judgment a man who understands the real use and enjoyment of leisure is a far better worker than the man who does not, and there is one truth which Americans in particular find it very, very difficult to grasp, and that is that while no man can do twelve months' work in twelve, he can do it very well in nine or ten. A man who works nine months, measured in hours, and has fruitful and enjoyable leisure for three, measured in hours, will do more that is worth doing in a year's time than he who works twelve months with no leisure at all. In other words, properly used leisure increases the capacity for useful and productive work. When men get that into their heads they will see the basis of a new argument for shorter hours of labor. That argument is not that shorter hours of labor will result in less work being done, but that it will result either in more work being done, or in the same work being better done.

We have a long way to go in dealing with this question, because there are parts of our own country and other countries in which the standard of living is still far below what it should be. This standard of living cannot be raised all at once, but nevertheless it should be our object to raise it by all means in our power, and certainly to remove any obstacles, governmental or other, which may now stand in the way of its being raised. One great obstacle to the freer movement of international trade, which freer movement would be of such benefit to the people of the United States and to many other peoples as well, is that the condition of the workers in some lands is still so very low as to make it quite incommensurable with the condition which we have in mind for our workers of today and tomorrow. This is an international problem of large importance; it will not down and must be solved by the generation upon which we have now entered.

Use of Leisure in Other Countries

This problem of the use of leisure has been attracting the attention, the vigorous attention, of the newer governments of the world. The new government of Italy, for example, has developed a most extraordinarily brilliant program for the interesting and enjoyable use of leisure on the

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part of both children and adults, and that government offers guidance, local in character, of many sided variety, to school children and to older people, as to how they may healthfully and pleasantly, either out of doors or indoors, make use of the leisure which is afforded them.

The German people have long had their way of dealing with this problem. They began with physical exercise. Their Turnverein years and years ago, of which almost every youth was a member, were part of their attempt to offer something that would be social, physically advantageous, and itself interesting.

The French have never done so much, but they are beginning now to see the effect in Italy and in Germany of what those peoples have done, and they are casting around for ways and means to adopt a program of their own.

The British, like ourselves, are dealing with the problem now in serious and practical fashion and along very much the same lines that are projected and advocated in this country and along very much the lines which I feel quite confident will be presented to this committee by those who are very competent to speak upon individual phases of this problem.

But the fundamental fact to be grasped is that work and leisure are two parts of one and the same thing, and that one and the same thing is an interesting and a useful life. He who does not work loses one of the greatest of life's enjoyments, and he who has no adequate leisure and no knowledge of how to use that leisure is deprived of life's greatest satisfaction.

Following the formal presentation of Dr. Butler's testimony members of the Committee asked him a number of questions.

MR. FOSDICK: Dr. Butler, in one of your reports to the trustees of Columbia, you voiced the opinion that it was the duty of the schools to train for leisure as an important obligation, perhaps a more important obligation than vocational training. I don't know that you recall that particular statement, but I was wondering if you have any opinion on that point.

DR. BUTLER: I do not recall the precise discussion but the idea is perfectly familiar. Training for vocation is relatively simple. Training for leisure is pretty difficult, and it requires for its fullest success the cooperation of home and school, and the school that overlooks sowing the seeds of a proper use of an obtainable leisure has done only part of its work.

I feel quite strongly that leisure develops into laziness unless the human being has got some notion of how he wants to enjoy himself, and that should be his own way, not one imposed on him by anybody else. But if he likes physical exercise, if he likes games, if he likes going to the museums, if he likes going to the cinema, or hearing lectures, or listening to music, open his mind to all of these things.

MR. FOSDICK: Along that same line, as you know, there is considerable attack, on grounds of economy, against subjects in school curricula that are now called "fads," such as music, drama, art and physical education. They are under attack, and I suppose in this pressure for economy they are the first things to be lopped off. They are being lopped off, as you know. I wonder if you would care to express an opinion on that.

DR. BUTLER: Well, not dogmatically or finally. That there can be a very far-reaching and important reconstruction of the program of study which has grown up in the last twenty-five years, I certainly believe, but it can be done without depriving the pupils of tomorrow of any of these elementary and fundamental subjects of human interest. As long ago as my school days I had some of them, but nothing like the extent or the cost of today.

DR. HAROLD G. CAMPBELL: Do you think, Dr. Butler, that these things are properly called "fads and frills"? The things that are usually so denominated are they frills of education or are they essentials of education?

DR. BUTLER: Almost everything depends on the way they are treated and presented. I could present arithmetic so it would be a fad and frill.

MR. FOSDICK: You spoke very interestingly of what some other national governments are doing in the field of leisure time, such as Italy, Germany, some of the others. Would you have any suggestions to make as to what the Federal Government here in the United States could or should do in this field of leisure time?

DR. BUTLER: I shouldn't think it was a Federal function. I should think it is the function of the states and localities, especially localities, to provide their own.

(Continued on page 445)

Our Leisure Thinking

By
NEWTON D. BAKER

From his war-time experiences and his knowledge of American life Mr. Baker suggests one use of leisure.

THE PROBLEM of leisure is acute at the moment, but I fancy your Committee's inquiry is not limited to the unusual leisure that comes in time of unemployment, but is rather the constant problem of the use of leisure at all times, because we always have some leisure and we make either a helpful or an unhelpful use of it.

I think the problem has grown very much more serious in the United States in recent years, and although your Committee is a New York Committee, the problem has ceased to be local in the sense that it used to be. One of the striking things about our country is that it has practically become an urbanized country. Not merely have more than a majority of our people undertaken to live in cities and towns, but the good road, the automobile, the telephone, the radio, have made the country so much a part of the city that what ever the resident of a city does with his leisure is quite likely to be done by the person who lives in the countryside. Of course, the problem is more acute in the city because some means of diversion and recreation in the country are not available to the city dweller.

In a large way, what I have tried to think out in my own mind about your task was this—that the whole nation has been for a long time, for decades, concerned about the standard of living, the so-called American standard of living, and I think your Committee is really now addressing itself to perhaps even a more important question, and that is the American standard of thinking. What kind of thinking are we going to do in our leisure moments? Nobody is concerned with what anybody thinks about in his occupation. His thoughts then are dictated by his occupational necessities. But when the occupation is over and our minds are unspanned and we are free to think about whatever we want to think about, what do we think about?

No psychologist has yet undertaken to make the kind of a study that would tell us that. It is a study embarrassed by very grave difficulty. If you undertook to have a questionnaire on the subject, I suppose a great many people would be shy about admitting some of the things that all of us think about, and I suspect perhaps the residue of showmanship in all of us would make us answer that question a little to our own advantage. Perhaps it would be discovered that more people thought they thought about Plato in their leisure than any of us suspect to be the actual fact. So such an inquiry would be very difficult, and yet I suspect that our leisure thinking is the resultant of our leisure environment, whatever that is.

So if we are surrounded by things which suggest cooperative effort, cooperative enjoyment, we are likely to have cooperative thinking in our leisure moments, and as this is a country in which the success of our civilization depends upon our capacity for cooperation, cooperation in our leisure environment, which tends to make us appreciate cooperative thinking and cooperative acting, is directly constructive toward the national welfare.

Now of course one of the characteristics of a civilization like ours is the extent to which we have come to depend upon publicly and privately sustained agencies for character building. I just can't think of what America would be like if we were to withdraw from the training of youth in this country the work done by the character building agencies. In part they are supported by public funds, but the great boys'

"I hope," said Mr. Baker in his preliminary remarks, "it will not be supposed there is any suggestion of an idea on my part that people should be required to use their leisure in any other way than they want to use it. I think the whole idea of leisure is that people should be permitted to use it the way they want to use it, and that the relation between the facility provided for leisure and the person who uses it ought to be in the very highest degree voluntary."

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and youth's work of this nation which gives him something to do besides ganging on the street, gives him an opportunity to do something better than that, is sustained by private agencies maintained by welfare councils and groups of one sort and another, but privately supported. And in a time like this the importance of that is overwhelmingly emphasized because particularly at this moment one of the striking outcomes of the NRA which you gentlemen represent has been that it has accomplished with the stroke of a pen a thing that a very large group of American people have twice tried to do by constitutional amendment and by Congressional legislation. We have emancipated the child labor of the country.

Now that means that a very great many boys and girls will have more opportunity to go to school among other things, go longer to school, so that the educational gain is very great. But in addition to that, it means that there will be a very great deal of juvenile and adolescent leisure for which some provision must be made, and instead of shrinking these character building agencies and facilities which we have already built up and upon which we depend to such an extent, they must be expanded to meet this new demand. The expanding task of the school is a very heavy addition to the public burdens which are almost insupportable in our subdivisions.

I think that is more or less obvious, but the thing which I think is becoming increasingly to be felt in America is the importance of a movement which generally goes by the name of adult education. Of course we have long known that people who stopped getting educated when they graduated from a school or a college, if they stopped at that point soon became uneducated. The tide of knowledge just sweeps past them, and the only kind of education that is of any value in this modern world is up-to-date education, so that the boy and girl whose proud father sees them graduate from college with a sheepskin and in a cap and gown and thinks, well, Jim is educated, probably doesn't often realize that unless Jim continues that and adds new cards to his mental index each day that a new fact comes out—and they come out every second of every day—in a little while it would be just as well for Jim if he had never been educated at all, because he is so far behind the times that he doesn't fit his environment at all.

The nature of the modern world, it seems to me, is that it has given us simultaneous nervous reactions. Everything in the world, all of our thoughts in the world are simultaneous. I am fond of illustrating this by the fact that there were two periods in our history when we would have had a war with Great Britain if there had been an Atlantic cable or a wireless. One side or the other got mad at something the other did and sent a hasty message, which took three weeks to get to England. It thoroughly outraged and angered British sentiment and they got very angry and sent a highly tempered reply back to us. But by the time it got here, we had cooled off, and so we sent a very conciliatory message in reply. Well, by the time that came back after three weeks, we were cooled off again, and so the moment of meditation, the lapse of time between tempers saved a situation which, if there had been a possibility of simultaneous anger on the part of those two peoples, would have led to war.

Now all those automatic opportunities for meditation are withdrawn. If we get mad at another country now, they know it probably by the clock before we do, particularly if it is a country to the east of us. So that we live in an atmosphere of simultaneous emotion on the part of masses. Instead of our government getting provoked and having it gradually spread out from Washington to Baltimore and then to New York, ultimately as far as Cleveland or St. Louis, it is in every place at the same time, and we are now living in a world in which public opinion is completely dominant. Public officials, no matter what form of government under which they live, must respond to the pressure of public opinion because it is instantaneously mobilized and is overwhelmingly powerful in its mass expressions. I suppose only occasionally from now on will anybody be born who is either great enough or stolid enough to resist a real, no matter how wild it may be, but a real wave of public opinion.

Well, in a world that is like that and where the cost of improvident action is so great, where the whole civilization is at stake, if wrong action is taken it is of course of the highest importance that purely as a social institution we should train ourselves to think before we melt ourselves into the mass of emotion which expresses public opinion.

Now there is one very happy circumstance about all this. I think we all greatly underestimate the desire of people to think. The war experience has been mentioned and I want to refer to it, too. I am sure nobody in this room is mis-

led by the Chairman's very gracious reference to my part in that. The Chairman of this Committee was the person who formulated and executed the great program of recreational opportunity and activity for the American Army, and of course it was the most striking contribution which America made to the war. Up to that time the leisure time of soldiers had always been a time of peril and danger. They were surrounded by every inducement to misconduct and almost no opportunity for wholesome behavior.

"A new and tragic factor has entered the relief situation—the re-creation of the morale of those who have suffered privation and spiritual humiliation in a rapidly changing world. Leader after leader serving the cause has offered increasing proof of this. Not only is there imperative need of meeting immediate material wants, but a growing urgency for salvaging the victims of the economic disaster who cannot at once be restored to efficiency by shoes, shelter and food." ***Newton D. Baker,*** **in** ***Economic Forum.***

When the war was over, we had gotten through the war and had had recreational opportunities, and then came the great discovery and the great surprise. We had an army of two million men in France. Half of them had been carried there in British ships and half of them over a period of a year and six months in American ships. The British ships, upon the Armistice, were immediately withdrawn from Trans-Atlantic service, so that our soldiers faced the problem of staying in Europe for an indefinite length of time with the stimulus of the great undertaking withdrawn. Before the Armistice of course every boy in the army felt, and was easily made to realize, that his job was to prepare himself for the day of trial. When the Armistice came, however, here were two million men in France, two million on this side, who could in no case be quickly demobilized; they had to remain in the army; two million of them in France, gradually getting back to this country. And what in the world to do with them was the question that puzzled everybody! They were in a country where the conventions were not those to which they had been raised. Freedom was at their disposal and leisure, and the discipline of the harsh experience for which they were inducted into the service was withdrawn.

I think at the outset the army people thought the only way to keep them even moderately well-behaved was to drill them all the time, so they got them out of bed at six o'clock in the morning and drilled them until they could scarcely stand up, and then they took them in and fed them and let them rest a little while, and as soon as they showed the slightest recovery they would take them out and drill them again.

Well, to our very great surprise there came from the army, not from us but from this great incoherent mass of two million men, not merely an insistent but an overwhelming demand for education. We had provided under the agency of a college professor a little modest educational effort, so if there should happen to be anybody among those two million men who wanted to improve his leisure he could have the opportunity, but it never had entered into our heads that everybody among the two millions would have that desire, and yet that is exactly what they did have, and in our effort to respond to it, I think we did the—I say "we" only because I love to associate myself with these great things—we did, I think, the most amazing piece of educational work in the history of the world. We took a hospital which had been built to receive the wounded of a battle which was never fought—it was intended to house ten thousand wounded men who were the anticipated sacrifice of the next big battle, and there we built, almost over night, a university. We went all through this army of all the talents and found professors in every branch of science and of learning in the university at Bonne where we had ten thousand students in every branch of knowledge known in any university, where all the arts are taught, including the fine arts, music, architecture, engineering, all the languages, every branch of knowledge was taught in that university.

How completely democratic it was I think is shown by the fact that in a room where integral calculus was being taught the students were a major, two lieutenants, and two doughboys, and the professor was a doughboy. So the hierarchy of rank which had to do with the military establishment was completely upset by the hierarchy of capacity and ability. The man who knew calculus happened to be a private soldier, and the men who wanted to know it were majors, other private soldiers, and lieutenants.

Well, that took care of ten thousand. Every university in England, Scotland, Ireland and France opened its doors for as many students as they could take from our groups, and we freed them and sent them there. Then we established in every division and practically in every regi-

ment a school of greater or less pretentiousness. Finally, as the last effort to satisfy a perfectly insatiate demand, we set up a correspondence school in Paris, and advertised to those throughout the army, to those who couldn't be spared from their military outfits, that if there was any boy in the army anywhere who wanted to learn something, and there was not immediately available to him the opportunity to learn it, if he would write to the correspondence university in Paris, the A.E.F. school, he would be taught by mail. So, not because *we* wanted it, but because *they* wanted it, this great army of two million men devoted its leisure to consecutive study.

That demonstrated to me a thing which I ought to have known, that the natural tendency of youth is up; the natural tendency of everybody until he gets too old to be youthful in spirit, I mean, not in years, is continuous self-improvement, and if any of us has a lowly idea of what people prefer from what we see them do, we probably are doing them a grave injustice. Most people who seem to others to be misusing their leisure are making the best out of the bad choices that are afforded to them.

So I lay this down as a premise: if we as a society will once really believe in the vitality and natural aspiration of the race of which we are a part and will make available opportunities for handsome uses of leisure, they will be taken advantage of in such an overwhelming way that we will be surprised.

I think another illustration along the same line, though less conspicuous, is what has happened in the last two or three years of unemployment and undesired leisure. So far as I know the figures, every public library in the United States has enormously increased its service. Most of them have had less money to employ attendants. Many of them have almost had to stop buying books. Many of them have cut down their periodical lists to a very few. And yet I know no public library in the United States, and I have had some figures brought to my attention, which has not in the last two or three years successively year by year enormously increased the number of persons who have come to take out books, the rapidity of circulation, and also the use of the library facilities in the library itself. So wherever I have been able by observation to test the desire of the American mind, I find it goes as truly to an enlightening source, if it can find one, as the arrow goes to its mark.

Now out of that I think perhaps I can draw the only philosophical reflections that I ought to undertake to make. I think it is a part of the social duty of a society like ours, which has achieved the great triumph which we have achieved in industry of liberating men from the necessity of spending all of their vital energy in material production, to give to the liberated an opportunity to make handsome uses of their leisure.

I want to add only one thing to that. As I have grown older in observing what efforts we do make, I think it is pretty highly important for us to realize that education, adult education and adult recreation, if it is to be constructive, has to have a certain element of consecutiveness and constancy. Just going to a Chautauqua lecture and hearing a man make a speech on a subject and going away, informs us but it doesn't educate us.

We have tried two or three experiments in this country to replace the discipline of neighborhood opinion which was so valuable a corrective of conduct in our village life when we were a village nation. We have tried that by attempting to see whether we could create a feeling of neighborhood among people, and our first rather crude assumption on that subject was that if we got a number of people together who happened to live near one another, we could tell them they were neighbors and they would feel it. And so we used to post notices on school buildings saying that if the people who live within four blocks of this school will come around next Wednesday night, there will be a neighborhood meeting and speaking and crullers and cider. And when Wednesday night came they would all be there in their best clothes, all rather prim and formal, rather noncommittal. They listened to what was said, went out politely when it was over, and the episode was ended.

Now we have discovered that people are not neighbors merely because they live above one another or below one another in flats or in adjoining houses, but that it has to start with a native community of interest. And so we put signs on schools stating that if anybody living near this building is interested in astronomy, if he will come around on Wednesday night, there will be somebody there who will tell him about astronomy. When those people come they start with a common interest, and those people form themselves into classes, not merely to exhaust the subject with the one lecture of that evening but

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to pursue it. And so all over the United States I think we are creating this sense of neighborliness by beginning with a community of intellectual interest, and it has continued instead of being casual and sporadic.

So in our plans for leisure development and leisure improvement, I think the lesson we have at last learned on that subject is of very great importance, and it leads to this; that we ought to continue established institutions and establish others that will have the promise of continuity and consecutiveness of continuous interest as the basis of our whole plan for adult education and adult recreation.

MR. H. S. BRAUCHER: I would like to ask Secretary Baker whether he believes it is possible to make public service attractive to the ordinary citizen as a means of using a part of this increased leisure? Secretary Baker, himself, has given so much of his time in public service. Can that be made attractive enough to the ordinary citizen so that he will want to give more time in various ways of voluntary public service?

MR. BAKER: I think I would say yes to that in this way: of course we can't allow the agencies either of recreation or education to rest finally on voluntary effort. They have to be in the hands of people who make enough of a profession of it to feel that that is their job, but every agency either voluntary or public is enormously aided by volunteer aid.

Now there are some people to whom that appeals and some to whom it doesn't. Young people come to me and ask how can they help. The spirit of service is wide and bountiful. It is fitting the man to the job or the woman to the opportunity that causes the trouble. They ask me how they can be helpful, and I say, "Why don't you go to a social settlement and see what they can find there for you to do?" And it may be a complete misfit. They may come back and say that doesn't interest them at all. Others say that it does. Why don't you form a group of young people to study the problem of local taxation? Well, taxation has become so complicated a thing that only a few people can interest themselves in it. It is beyond the scope of detailed investigation by many people.

I think, if I understand your question, that if opportunities for association in public enterprises and public service are open, that they will afford opportunity for leisure time to a very large number of people and be immensely stimulating to them and valuable to the public. I do not believe however, that it is a universally acceptable opportunity.

MR. FOSDICK: Mr. Baker, we have spoken of the responsibility of the community. I suppose by the community we mean for the most part the city or the town where our citizens live. Would you conceive that the national government has any part to play in the situation? Is there any function that it can discharge financially or otherwise, or is this solely something for which the local community must assume responsibility? I mean the provision of leisure time facilities.

MR. BAKER: I think as yet it must be local. My notion is that we have not yet gotten to the place where the national government can do very much more than act as a clearing house through the Department of Education, the Commissioner of Education, or some relationship of that kind. Certain encouragements can come from the national government. The Children's Bureau in the Department of Labor, for instance, can be very stimulating and helpful, but up to now I think the problem is very largely local. I am not now drawing the distinction between public and private, but I am drawing the distinction of management and support. I think up to now it must largely be local.

" 'The whole idea of leisure is that the people should be allowed to do what they want.' This is a magnificent if at present heretical idea. It corresponds exactly to that fundamental conception of liberty to gain which much blood has been shed. The Government was not created to tell people what to do with their own lives, talents and enterprise, either in work or leisure."—From the Springfield, Mass., *Union*.

"There is no use blinking the fact that the worker with additional time on his hands is the best judge of what is agreeable, useful leisure to him or her."—From the Syracuse, N. Y., *Herald*.

"This is an argument in favor of such guiding of leisure as may be compatible with the *principles of democracy* and the *traits of a highly individualistic people*."—From the Worcester, Mass., *Telegram*.

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Labor and the New Leisure

By MATTHEW WOLL
Vice President
American Federation of Labor

WHEN ALEXANDER HAMILTON, in response to a request from the House of Representatives, presented his masterful argument for the establishment of manufacturing in the United States in 1791, he based his proposal upon the proposition that the machine would virtually solve unemployment. The cotton mill in particular, he argued, would not only provide work for the persons regularly engaged in them, but also afford "occasional and extra employment to industrious individuals and to families who are willing to devote the leisure resulting from the intermissions of their ordinary pursuits to collateral labor, as a resource for multiplying their acquisitions or their enjoyments. The husbandman himself experiences a new source of profit and support from the increased industry of his wife and daughters, invited and stimulated by the demands of the neighboring manufactories."

"Besides this advantage of occasional employment to classes having different occupations, there is another, of a nature allied to it, and of a similar tendency. This is the employment of persons who would be otherwise idle, and in many cases a burden on the community, either from the bias of temper, habit, infirmity of body or some other cause, indisposing or disqualifying them from the toils of the country. . . . ."

This argument of the first Secretary of the Treasury was very appealing. A new nation had been born in an undiscovered wilderness of unknown and unexploited wealth. Man power was lacking to perform the task of subduing the wilderness. The machine seemed to be a new power in man's hands, not only to increase his productivity but to provide continuous employment. The possibilities of manufacturing at once captured the imagination of the legislators and leading citizens. So completely did the benefits of manufacturing overshadow any disadvantages that there was no suggestion that the new order might contain seeds of possible future demoralization.

But what Mr. Hamilton and the protagonists of manufacturing did not foresee was that the economic philosophy of domestic industry was not adapted to the factory system. Without any adequate community sanctions and with a total absence of legislative restraints, the first phases of the industrial revolution both in England and the United States were characterized by a ruthless exploitation of human labor in an effort to secure the maximum output from the non-human machine. Furthermore, the new inventions of lighting buildings early in the nineteenth century made possible almost unlimited hours of employment. In 1800, for example, fourteen to sixteen hours a day were common and accepted. Eighteen hours and over were considered excessive. Early records in England indicate that little children sent from the orphanages into the mills would work from four in the morning to eight at night, and not infrequently leave their cots to trundle off to work while another shift of children would ocupy their cots still warm with body heat. Work was counted as the chief virtue and idleness the supreme vice.

When Lord Shaftesbury, the emancipator of industrial England, and Robert Owen, the social reformer, early protested against the unhealthy and immoral conditions of work, they were regarded at first with both suspicion and impatience.

In this country the hours of labor for factory workers were equally long. Sixteen hours was the common practice at the opening of the nineteenth century. A decade later the shortest day was thirteen hours and ten minutes and the longest fifteen hours and nineteen minutes. The general rule was for the "hands," as they were called, to work from sun to sun. Both the hours and wages that had prevailed in agriculture were carried over into industry.

The First Protest Against Long Hours of Work

The rise of the organization of Labor was the first conscious protest against the excessive hours which characterized so much of early American industry. Their first demand was for shorter hours! In 1827 when the carpenters in Philadel-

phia went on strike for a ten hour day, all the other groups of organized workers in the city came out in sympathetic support of the movement. Around this struggle for the ten hour day there developed the first federated movement of the workers known as the Mechanics Union of Trade Association. The objects of this union gives striking evidence of the early appreciation by Labor of the value of leisure:

"The real object of this association is to avert, if possible, the desolating evils which must inevitably arise from a depreciation of the intrinsic value of human labor; to raise the mechanical and productive classes to that condition of true independence and equality which their practical skill and ingenuity, their immense utility to the nation and their growing intelligence are beginning imperiously to demand; to promote, equally, the happiness, prosperity and welfare of the whole community—to aid in conferring a due and full proportion of that invaluable promoter of happiness, leisure, upon all its useful members; and to assist, in conjunction with such other institutions of this nature as shall hereafter be formed throughout the union, in establishing a just balance of power, both mental, moral, political and scientific, between all the various classes and individuals which constitute society at large."

The ten hour day thus became at once the central issue in the early political movements of labor. Here was an issue that could be supported both on moral and economic grounds. In fact, Labor insisted that long hours reduced workers to the status of slaves and provided no time to improve their minds. The burden of the argument was that shorter hours were needed to recuperate from arduous labor.

So deeply had the philosophy of work, however, dominated the thinking of the early New England settlers that when the ten hour day was urged by labor it was declared to be "An evil of foreign growth and one which we hope and trust will not take root in the favored soil of Massachusetts." Then, too, there was the familiar fear of the perils of idleness lest it open "a wide door for idleness and vice and finally commuting the present condition of the mechanical classes, made happy and prosperous by frugal, orderly, temperate, and ancient habits for that degraded state, by which in other countries, many of these classes are obliged to leave their homes, bringing with them their feelings and habits and a spirit of discontent and insurbordination to which our native mechanics have hitherto been strangers."

By 1840 public sentiment had been so modified that President Van Buren, responsive to a threat of political action by Labor, ordered the ten hour day on federal government work. It represented a marked advance. According to the best reports, the average working hours in the fourth decade of the nineteenth Century were seventy-eight in the United States as contrasted with sixty-nine in England and eighty-three in Germany.

From the Civil War up to establishment of the American Federation of Labor, the main focus of Labor effort was to secure the reduction of the ten hour day in industry to nine, and in certain basic trades where there was a strong organization, to secure by collective agreement a nine hour day with two hours off on Saturday. When the American Federation of Labor was established in Pittsburgh in 1881, as a successor to the Knights of Labor, it made the shortening of hours one of its fourteen original principles. The first objective of shorter hours — namely time for physical recuperation and recreation — having been in part achieved, Labor pressed on to a second objective, namely, an hour standard that would provide maximum efficiency. This was the move important as the corporate control of American business tended to secure a wider basis of efficiency in management.

When the movement for the eight hour day in 1886 was blocked by the unfortunate violence in Chicago, Labor rallied to support the Carpenters' Union in their struggle for the eight hour day. By international agreement May 1st, 1889, was set for a great demonstration for this new advance in working hours. Since that date May Day has been a great day of Labor demonstration, especially in Europe.

"An immediate problem in the shortening of working hours is the use of our leisure. The cultivation of the little gardens, the children's game, the comradeship of poetry, the love of art in painting and music, the reading of finer literature, the quiet atmosphere of home and family, give real and lasting happiness. Let us dare to give play to our finer tastes, and, if we will, live the simpler life." — *Bishop William Lawrence*, in *Atlantic Monthly*.

The Shortening of Working Hours

From 1890 to 1913 the average working hours in the United States were shortened from 58.4 to 53.8 or about 8%. Prior to the war hours ranged in American industry from 44½ to 66½. In addition to the shortening of working hours per day, there was also a move-

ment on the part of Labor for the shortening of the work week. The goal of one day's rest in seven, which was a part of the definite goal of Labor, is now an accepted practice in most industries. Early in the new century Labor raised the leisure standard for the work week by providing for the half Saturday holiday. In 1912 the President and Secretary of the Army and Navy were ordered to issue half Saturday holiday in the Army and Navy, which was extended to all Federal employees in 1915. Through the efforts of Labor a dozen states have made Saturday afternoon a legal holiday. As a result of these years of effort Congress passed a law giving Saturday half holiday to Government employees without salary reduction.

Each advance made by Labor in shortening working hours and the work week has been accompanied by a significant social gain either in the improved health of the worker or improved standard of work. Perhaps the most striking relationship between the shortening of work time and lengthening of work life of American Labor is to be found in the striking facts which have been gathered together by the International Typographical Union. In 1850, for example, printers worked twelve hours per day and their average age at death was twenty-eight. The Union cut the working hours to eleven hours by 1868 and their average death was at the age of thirty-five. By 1893 the working hours had been reduced to ten and printers were living to the ripe old age of 38.78 years. After nearly six years of the nine-hour day, the Secretary-Treasurer of the International Typographical Union reported death benefits had been paid out in the year 1905 for 567 members who died at the average age of 46.48 years. The following year a nation-wide struggle for the eight-hour day was finally won by the Typographical Union at a cost of over $400,000,000. This victory which it is asserted was the most expensive ever gained by an American Trade Union, was counted as worth the expense because it had increased the average age of its members, to 53.17 years. Thus in cutting the hours from twelve to eight, the printer has gained 25 years of life for himself and society has gained an increase of 38,400 hours of production.

The Struggle for a "Cultural Wage"

To secure a balanced economy Labor urged in the Post-War period not only a shortening of working hours but insisted that as a necessary corollary that wages should increase in proportion to productive capacity so that workers would be enabled to purchase the product of their industry for their enjoyment in the greater hours of leisure. The emphasis upon a cultural wage was an indication of the focus of Labor thinking. By 1925, in the midst of the Coolidge Era, Labor made the five-day week the central plank of its demands as an indication of its awareness of more leisure as a part of a better balanced national economy. The soundness of Labor's position was supported by the National Bureau of Economic Research in its survey of Recent Economic Changes from 1922 to 1929. In the report of the Committee under the chairmanship of Herbert Hoover, there appear these significant paragraphs:

"Closely related to the increased rate of production-consumption of products is the consumption of leisure.

"It was during the period covered by the survey that the conception of leisure as 'consumable' began to be realized upon business in a practical way and on a broad scale. It began to be recognized not only that leisure is 'consumable,' but that people cannot 'consume' leisure without consuming goods and services and that leisure which results from an increasing man-hour productivity helps to create new needs and new and broader markets.

"The increasing interest in the fine arts and in science; the increased sale of books and magazines; the increase in foreign travel; the growing interest and participation in sports of all kinds; the domestic pilgrimages of some 40,000,000 motor tourists who use more than 2,000 tourist camps; the greatly increased enrollment in our high schools and colleges; the motion picture theatres and the radio—all these reflect the uses of increasing leisure.

"During the period covered by the survey the trend toward increased leisure received a considerable impetus. The work week was shortened in the factory by better planning and modern machinery, and the work day was shortened in the home by the increased use of time and labor-saving appliances and services."

With the coming of the Great Depression and the new awareness of the part which technological unemployment had played in permanently displacing wage earners, Labor felt it indispensable to throw the weight of its whole influence behind the movement for a thirty-four hour week. It felt that unless some such drastic shortening of working time took shape it would not be possible either to re-absorb the unemployed or set the wheels of American industry going again. Labor thus favored the Black Bill for the 30-hour week because of its conviction that this was a necessary part of the national economy. With equal enthusiasm Labor has supported the Recovery Act because it represents a trend and a social philoso-

phy to which Labor has promulgated for a generation and more.

In a century, then, Labor, by its steady pressure and its community leadership has witnessed hours shortened from upwards of a hundred to thirty per week and leisure hours increased from ten to eighty per week. And the end is not yet! Such a reversal of Labor and leisure hours is nothing short of a capital revolution in our Western civilization.

The Challenge to the New Leisure

Today more than ever, Labor faces the challenge to the new leisure with a realization in the first place that its one hundred years of the advocacy of the shortening of work time has been vindicated by the present concern about the new problems of leisure. While workers at the outset focused their attention upon the shortening of work time to provide for rest and recuperation, and more recently insisted upon a shortening of work time in the interest of a balanced economy, Labor today insists upon leisure as a condition for the development of a full and rounded life of every worker.

"It is a sad commentary upon the civilization of which the world has boasted that its policies have resulted in wreck and ruin, in sorrow and tragedy in all parts of the world. The nineteenth century has been regarded as one of scientific discovery and mechanical invention, but it failed to meet the social requirements of the world and the spiritual aspirations of the people. Material prosperity does not hold the key to progress or happiness."—***Senator William H. King.*

Labor realizes that as we have moved from a deficit economy into a surplus economy, that the whole question of human labor in modern society has been subjected to an important change. There was a time when it was thought that the worker existed to produce. Production had become the end of industrial effort and the worker had become the servant of production. In such an age workers were treated as inanimate beings. It was a commonplace to discuss the worker as a commodity or an article of commerce. Under the Clayton Law, however, it was laid down that Labor is not a commodity or an article of commerce. Employers frequently used the expression, "I work my labor ten hours a day or sixty hours a week." A worker is not a machine to be worked—he is a human being.

Today, however, production has become our embarrassment and work a doubtful virtue. What we need are not more producers but more consumers. Furthermore, the worker has become a citizen conscious of his rights and his responsibilities. There is a new realization on the part of Labor of the relationship of work to our contemporary civilization which has evolved out of a long century of struggle and quickened by adversity. The new age of leisure has given labor a new outlook. Labor can assert again an ancient religious doctrine that "Man does not live by bread alone"—that there is something more than earning one's daily bread; it is enjoying the bread one earns. Wages should make possible not a living but a life—Labor thus believes that leisure has become not only the privilege but the necessary condition of a full life for all. For this Labor is not wholly unprepared in spite of the fears of those who now enjoy their leisure. For a century Labor has supported our great system of public schools as necessary for the democracy; its slogan has been "education for all." Today with equal emphasis, Labor would add to that universal appeal a new slogan in the interest of the democracy, "leisure for all."

In facing, then, the problems of the new leisure, Labor would insist first that we must recognize that this new freedom from toil is not a temporary phenomena of the depression, but is a necessary part of our whole national economy. We shall never go back to the forty-eight hour week! We move irresistibly in the direction of a greatly increasing technological development on the one side, and a vastly increasing leisure activity on the other.

In the second place, Labor recommends that the facilities for the wise use of leisure time activities of the people should be expanded and enlarged. That means that all our civilizing agencies of the community, such as the schools, churches, libraries, museums and playgrounds should be extended to serve this new interest in leisure time. These are not fads and frills; they are the very basis of our new civilization. Prior to the great depression, Labor had already given its earnest thought to the enlargement of adult educational and recreational activities; to the development of choruses and orchestras, art exhibits, work theaters and wider library facilities. Here we have a clue to the direction of Labor's planning for the New Day.

(Continued on page 446)

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Now That the Hearings Are Over!

As we go to press it is too soon to publish newspaper comments on the hearings except for a few statements which may have been inspired by the interest evoked by the hearings. A number of extracts follow:

"If, as seems likely now, we are to devote less time to work and more to recreation, or play, or what has been called 'constructive loafing' we must give the matter intelligent attention. We must provide sensible opportunity for people to engage in sane avocations, hobbies.

"But these things have a way of working themselves out, after all. We don't think the new leisure justifies too much worry."—From the Newport, R. I., *News*.

"The achievement of some measure of leisure is a triumph of human endeavor. It is something that the people have won by hard work, saving and inventive genius. It represents a certain degree of gain on the part of mind over matter."—From the Utica, N. Y., *Press*.

"Now the play hour moves up to a parity with the work hour. Affecting the individual, it affects the mass, and Kansas City has plenty of new responsibilities and opportunities ahead by reason of the new leisure. There will be more play, more recreation and, in a varying degree, more of cultural interests.

"The new leisure means baseball diamonds, tennis courts, public athletic fields, public boating and swimming, just as certainly as it means greater use of the public libraries. There will be more than ever a demand for summer outdoor theatre, such as St. Louis has.

"This new leisure, which will be in the form of free hours, or extra free days, comes to a community that not long ago built its entire conception of public recreation around Sunday afternoons, with the occasional holiday. Now the exceptional becomes the ordinary everyday fact. It is a big fact for Kansas City, something that calls for consideration of residents as their desires may lead them afield, and for the visitors from this area who in increasing numbers should be drawn to Kansas City in week-end or even midweek visits. The road map is much more important under the 'new deal.' That is not a theory, but something to which Kansas City should be awake. Hard surface accessibility to the new Lake of the Ozarks, for example, is of much more public concern than a year ago.

"There are big economic questions still unanswered, but in the matter of the new leisure the answer has been given. People in the future will be less in factory, office and workshop and more about. That means the highway system is more important, the parks more vital to the community, parking and the handling of larger crowds more pressing."—From the Kansas City, Mo., *Star*.

The following conversation was overheard between two people who had read in the newspaper the story of the first public hearing of the New York Committee on the Use of Leisure Time.

Said the first: "So they are starting to worry about what we shall do with this extra day a week that the NRA is going to give us. They have to tell us who we should worship and how and where; what we should drink and what we should not; how we should vote and for whom, and over the radio we get specific directions as to what we should wear, and as Will Rogers says, how we should brush our teeth and when, what we should put on our hair and why, on what kind of mattresses we should sleep, and if we have a pain in the chest what we should apply, what books we should read, what music we should hear, where we should go, etc. And now, even before the day of leisure is given us, groups are getting together to decide how it is best for us to use this day of leisure."

The second person joined in sharply: "I should like to have been there yesterday and I would have told them that the essentials of recreation are getting away from the routine that life places on one, doing something that one doesn't have to do and that is not prescribed for him. The best recreation for a college president would be a pick and shovel, and I would like to tell some of them so. I never get any fun out of anything that I *plan* to do. It is always just fooling around without any compulsion of any kind that gives me rest. Then if I want to fish and play golf or just do nothing I always feel greatly rested."

When Christmas Comes

Bringing with it laughter and gaiety, and scattering good cheer!

IN MEXICO CHRISTMAS IS GAY!
"Blow the whistles and play the tambourines,
for there is coming to earth The King of the Heavens!"
Constance Lane

One of eight cards showing Christmas customs of many lands published by the National Council for the Prevention of War, Washington, D. C.

IT IS A SACRED time, Christmas. It is a merry time, too, when gay decorations, cheery greetings and happy voices make the atmosphere one of friendliness and good-will.

There is a place for games at Christmas. Among those which follow you may find some which you have never used. Try them this year in your Christmas party program:

When the Party Begins

Before the guests arrive conceal small gifts, enough for the crowd expected, in various unlighted places, and from each run a string to a central place not too conspicuous. Each guest is given the end of a string which he unravels until he reaches the gift. Gifts should be small, ridiculous articles suited to the personality of the individual for whom they are intended.

To match partners each guest may be given a candle and a slip of paper on which is written the name of some familiar song. (The same title is written on two slips.) At a signal from the leader, all candles are lighted, other lights being extinguished and each individual hunts for the other person in the gathering singing the same song.

Hunts of various kinds are excellent mixers at the beginning of a party. A package hunt is always great fun, especially when conducted as an indoor treasure hunt. On arrival each guest present is given a slip with a number and certain clews to follow. When the clew is unraveled it will lead the player to the next one containing the same number. This will in turn give him a description of the next place to go where he will find further directions. The last place contains a package with the player's number on it and directions to return to the assembly room. The distances should be as great as possible. Favors, such as crepe paper caps or inexpensive gifts, may be used.

Over a table or some other place a stuffed stocking may be hung with a hole in the toe. Each guest pulls a ribbon from the stocking containing a note with directions telling him where to search for a small gift or a small stocking filled with candy.

Another hunt always popular is the Santa Claus puzzle hunt. Large heads of Santa Claus or any pictures of the popular saint are pasted on cardboard and cut in different

For the game suggestions offered here we are indebted to a number of sources, among them the Reading, Pa., Department of Public Playgrounds and Recreation, the Playground and Recreation Association of Wyoming Valley, Pa., and the *Christian Endeavor World*. The cuts have been loaned by the Girls' Friendly Society.

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shapes and sizes. The pieces may be hidden in various places or they may be given to teams of players. The purpose is to fit the pieces together in the quickest possible time.

Candle Games

Blow Out. Each couple tries to blow out candles held by other couples while trying to prevent others from blowing out theirs. A player may blow only while his own candle is lighted. If one player's candle is blown out it may be relighted from his partner's candle, but if both candles are extinguished the couple is out of the game which continues until only one couple is left.

Candle Bowling. Arrange ten candles on a table in the way in which tenpins are set up. The candles are lighted and the contestants blowing from a fixed spot attempt to blow them out. Allow each contestant two puffs and score the game as in bowling. When all the candles are extinguished in one puff a strike is counted; in two puffs, a spare. Five frames will test the lung capacity of every one!

Snuffers. Half the players are snuffers, the other half candles. Each candle identifies himself by holding one hand on top of his head. At a signal the snuffers go about the room, suddenly touching some candle on the head and saying: "Puff! You're out." If the startled candle is speechless he goes out of the game, but if he begins to make the reply: "No, I am only blinked," before the snuffer has finished his sentence the snuffer goes out of the game. This continues until only one snuffer or one candle is left.

Paper and Pencil Games

Candlelight. Pass out a pencil and a sheet of paper to each couple who form as many words as possible from the letters making up the word "candlelight." Foreign words or proper names should not be allowed, and the time should be limited to between ten and fifteen minutes.

Courtesy The Metropolitan Museum of Art

Nut Crack Game.

(1) Which nut is used to describe a pair of Oriental eyes?—Almond
(2) Which nut is found in every home?—Walnut
(3) Which nut suggests a popular beverage?—Cocoanut
(4) Which nut bears a girl's name?—Hazelnut
(5) Which nut forms a part of the human body?—Chestnut
(6) Which nut is found at the seashore?—Beechnut
(7) Which nut suggests the size of fuel?—Peanut
(8) Which nut has a South American flavor?—Brazil-nut

Christmas Stocking Puzzle. The hostess produces a huge stocking made of course net filled with small articles of all sorts. She holds this up in plain view for a short time, then takes it away. The players then write down all the articles they can remember. A prize is given the player who guesses the largest number. (This game may be played by passing the stocking, each player looking at it for a specified time.)

Unraveling the Christmas Stocking. Explain to to the guests that although the word "stocking" contains only eight letters, these will form at least twenty words. Furnish paper and pencil and have them find:

1. A small bed cot
2. Part of a wheel cog
3. A royal personage king
4. A mile knot
5. Something to spend coin
6. A useful metal tin
7. For a foot sock
8. An intoxicating drink gin
9. An outfit for a sailor kit
10. A poem set to music song
11. What birds do sing
12. To do wrong sin
13. Where dishes are washed sink
14. Above a store door sign
15. Another name for a notch nitch

16. A heavy weight — ton
17. A person who does not laugh or cry — stoic
18. Used in a fireplace — tongs
19. Something a bee does — sting
20. Covering for body — skin

A tarlatan stocking of candy should go to the one who guesses the most words.

Cranberry Games

Each player tries to throw five cranberries into a glass.

Guests vie in seeing who can string cranberries first. Each has a string of the same length and the same number of cranberries.

Players race carrying cranberries on knife.

Cranberries are rolled on the floor with a knife or pushed with the nose. A glass of cranberry jelly may be given as a prize.

Other Games and Stunts

Toy Shop. In this game in which three players stand in a circle made up of the other players, there are three kinds of toys—dolls, wooden soldiers and blocks. Each player in the circle is given the name of one of them. The three players in the center take turns in calling out the name of one of the toys and at this signal all the toys of that name change places. The toy in the center who called the name tries to catch one of these toys as they change places. If he succeeds the one caught must take his place; if not, one of the other two remaining toys takes his turn at calling the name of some toy. The same toy may be called twice in succession to enliven the game.

Pop Corn Relay. Fasten two very strong linen threads to the wall at one end of the room. Run the strings the entire length of the room. Put a needle on each of the threads and insert the point of the needle in corks of a good size. These are placed on a table at the end of the room opposite from the walls to which the strings are fastened. On this table place two bowls of pop corn, each having exactly the same number of kernels. The players are lined up in two teams in relay formation. The game starts when the first player in each line threads the kernel of corn on the string, puts the needle back in the cork and runs holding the kernel of the corn on the string to the opposite end of the room. After touching the wall he returns to the head of his line and touches off the next player who repeats the procedure. Two people who are not participating may hold the corks so that they will not roll off the table while the runner is taking his kernel to the opposite end of the room. The side wins whose players empty its bowl of pop corn first.

Christmas Mail. In one corner of the room fit up a Christmas postoffice where mail may be placed. Provide a table with plain white post-card or cardboard cut in the form of post-cards. The table also contains crepe paper with Christmas designs, water colors, crayons, pins, ink and paste. Each player is instructed to make an original Christmas card, writing on it an original verse and addressing it to the person facing him at the table. This insures every one receiving a card. As soon as the cards are finished they are mailed at the post-office and the player receives from the postman a dissected puzzle to be put together. These are made by cutting the post-cards into irregular pieces. The puzzles are then to be placed in envelopes and each is addressed to a player. When they have been put together they are mounted on white cards and taken to the post-office. The player who arrives first at the post-office is given an award and the one who reaches it last receives a box lettered with the words, "A hint to the tardy," which contains a tiny toy watch.

Holly Circles. Draw a circle on the floor large enough to contain all the players. Outside of it draw enough small circles (each to hold three players) for all participants. When the game starts all players are within the large circle. At the sound of a whistle all run for a small circle, then every one marches in a large circle outside the small circles until the whistle blows again, when they all try to get into one of the small circles. In the meantime the leader has eliminated one of the small circles, and the players left out go into the large circle and try to catch any one who runs through it. Eventually all of the small circles are eliminated.

Favors and Refreshments

All kinds of interesting favors may be made prunes, raisins, marshmallows, etc. Hard candy sticks may be used for legs and arms. Raisins on a toothpick give the impression of jointed legs instead of stiff candy legs and arms. English walnut shells may be used effectively when making animals as favors.

Suggestions for refreshments include hot chocolate with whipped cream, sand tarts shaped like stockings, and sandwiches. Or there may be ice cream in forms such as Santa Claus, a Christmas tree, a stocking, Christmas cakes and coffee.

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World at Play

A glimpse of some of the players and spectators at the Ping-Pong tournament in Pasadena.

Ping-Pong in Pasadena

THE popularity of ping-pong was one of the high lights of the summer recreation program of Pasadena, California, according to Cecil F. Martin, Director of the Department of Recreation. Two tournaments were held, and for the ninth consecutive year the California state championships in ping-pong were decided in Pasadena. Classes were open for men, women and boys with singles and mixed doubles. Trophies were awarded to the victors in each class. So great was the interest of the state tourney, which attracted a record list of 154 entries, that it was found possible for the first time to stage a city tourney. Seventy-two boys and adults entered. One of the largest setups of tournament equipment so far used in the state was necessary for the city event. Sixteen tables were used simultaneously in the early rounds. The new civic auditorium exhibit hall was the scene of the play

A Swimming Campaign at Lancaster

LAST summer the Lancaster, Pennsylvania, Recreation and Playground Association conducted in cooperation with the local *New Era* newspaper and one of the public swimming pools, Maple Grove, a free swimming campaign for children up to ten years of age. According to the plan worked out, all children desiring to participate were given tickets from their local playground. This entitled them to five free swimming lessons at a specific time, the instruction being furnished by the swimming pool and the association. At the close of the term a certificate signed by all three organizations was presented to children who could execute a plain dive and swim 20 feet.

A Wading Pool For $15.00!

PHILADELPHIA'S Tot Lot Playground has a wading pool built at a cost of $15.00, not including labor furnished free by the older boys and men of the neighborhood. The foundation is made of brick salvaged by wheelbarrow and hand from an officially demolished old factory building on the site. The only cost was for cement and stone to cover the foundation. The pool is a foot and a half deep and 18 feet square. Water, supplied by commission houses on Front Street whose back yards form the playground, comes through a hose attached to spigots. Outside these houses there is a pipe to take care of the overflow, assuring a constantly changing supply of water. A sprinkler stands upright in the center.

From Barn to Club House

THE Quoit League of Allentown, Pennsylvania, anxious to continue activities during the winter, secured the use of an old barn in back of the Little Theater. Members of the League cleaned up the barn, secured concrete road patching and laid a floor, and whitewashed and weather-papered the ceiling. The League now has a club house of which it is justifiably proud. In one end there is a clubroom used for reading and the playing of games, in the other are the quoit courts. Unused seats from the Little Theater have been placed along the sides of the room. The old barn has become one of the finest centers in Allentown giving a large group of men, many of them unemployed, social recreation of real value.

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A Santa Claus Village—The Palladium Publishing Corporation of Richmond, Indiana, through its Public Relations Department (Robert R. Reid, Director) in cooperation with local merchants is presenting a Santa Claus Village to which everyone in Richmond and the surrounding communities will be welcomed during the holiday period Mr. and Mrs. Santa Claus, who will have their own dwelling in the middle of the village, will be assisted by twenty-five elves who will be seen at work and play. Santa's factory will be in operation, and local merchants will exhibit toys in special huts. Northern Lights, miniature sleigh course from the North Pole to Richmond, are other outstanding features. A miniature broadcasting station will be in operation. Children will talk to Santa Claus telling him of the things they want for Christmas, and groups on Main Street will be able to hear the conversations. The Christmas project is expected to add much color and enjoyment to the holiday season.

Work Projects in Youngstown—The City of Youngstown, Ohio, has passed the necessary legislation to request $2,000,000 for work projects which are now before the State Board. The proposal includes $187,700 for recreation including the development of five new playgrounds and the building of four shelter houses and one swimming pool. The project involving the pool and one shelter house will be in the negro section of the city.

For Your Christmas Program — Suggestions and ideas for your Christmas program emphasizing good-will among all nations have been prepared by the Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia. This pamphlet, one of a series of small publications, contains suggestions for songs, plays, games and other entertainment suitable for school parties. The pamphlet may be obtained at cost (five cents) from the League.

Drama in Los Angeles—Last summer in the leafy setting of trees and shrubbery children's dramatic groups from any different playgrounds presented plays, operas and musical programs every week at the Little Lattice Playhouse at Barnsdall Playground and the Sylvan Theater at Yosemite Playground. Each week different groups were given the opportunity of presenting plays prepared during the summer vacation season. The plays were witnessed by audiences of children, parents and friends.

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A Code for Leisure

(Continued from page 407)

thirty-five hours a week instead of the old sweat-shop week of seventy hours or more, how to use their leisure.

Under the law you can lead a man to leisure, but there is nothing in the Industrial Recovery Act, or the Constitution, or any legislation passed by Congress, under which any committee, even one appointed by Grover Whalen, can compel an American citizen to use his leisure according to a code. Even if Mr. Davis gets up a list of improving books, the committee can't make anybody read them. Nevertheless, we believe the committee will function well, on that fine old American formula that every one has a right to regulate the lives of other people.

—Courtesy of the *New York Times*

Letter to John Davis

(Continued from page 408)

A man plays poker once a year for about an hour. "I don't see," says his wife, "how you can waste your time night after night at that silly game." A woman, happening to pass near a cinema palace, goes in for the first time in a year, and doesn't get home until almost seven o'clock. "I don't mind your having a little fun," says her husband, "but it's not only neglecting the children; it's such a terrible waste of time." What we are driving into is that enjoyment is a man's own affair, and the use of leisure is a local issue.

What would the Committee on the Use of Leisure do about Busmen's Holidays? What would they do about the gobs off the visiting battle ships who used to go riding on the Central Park swanboat? Imprison them?

O many an hour
I'd get
Of leisure
If the Conning Tower
Were set
This measure! F. P. A.

Courtesy of the *New York Herald Tribune.*

Ideas Wanted

(Continued from page 408)

many)? There are a few considerations, however, to be kept in mind. I enumerate them:

(1) Our larder is generally composed of only the most prosaic staples. This precludes any interesting baking or cooking ideas.

(2) We have books — lots of them — most of which I have read and reread.

(3) Our vacuum cleaner has broken all speed records for cleaning, thereby clipping off several hours of gainful occupation.

(4) I have no spending money—the cinema is thereby eliminated.

(5) I would be selfish if I found an occupation with a salary, for others need it more than I do.

(6) Few of my friends are worth the cost of the refreshments I serve them.

What to do?

PERPLEXED PATSY.

Forest Hills, Sept. 15, 1933.

P. S.—Please exclude any suggestions as to charity work—I haven't the carfare into town!

—Courtesy of the *New York Evening Post.*

The New Leisure

(Continued from page 409)

that it ever will be in an industrial and mechanical civilization. There was a primitive simplicity about it that defies duplication in the presence of machinery.

The products of our own leisure in their own way and without conscious direction tend to the development of excellence as well as that which is base. A notable instance is to be found in the moving pictures, which in their better form have risen quite to the dignity of a noble and inspiring art.

The greater part of the time to which our leisure is applied, the more numerous forms of recreation and mass participation in it are probably neither noble nor base. They are merely what the name implies and they have their value in relaxation for tired bodies and minds. The public, we suspect, will keep right on reacting to its recreational opportunities pretty much as it has in the past. And there is nothing much which the experts can do about it, except to worry.

We should like to recommend, however, if we may be permitted to assume the superior role of "mother" for a moment, the value of just loafing, not in front of the pool hall or the corner drug store, but under the shade of an elm or in an easy chair before a cheery fire. It's lots of fun and

ought to be indulged in oftener. But you have to be careful about it. It is the way poets and philosophers and bums are made. It may become a habit.

Courtesy of the *World Herald,* Omaha.

Use of Leisure Strictly Individual's Own Problem

(Continued from page 410)

bility of saying such a thing with its evident effect on the working people the world over when they read it? It is encroaching on the most valuable privilege to which a working person is entitled—and that is leisure.

If a person does not choose to use his leisure moments for self-improvement (although I'm not saying that a great part of the working public doesn't) it is his own business—his and no one else's.

A factory-worker, after a day's labor, feeling tired, fed up and disgusted is much more likely to go out and get good and drunk than he is to go dashing madly down to the library, narrowly escaping death by any number of automobiles in his eagerness to get to his beloved classics. That is his privilege—of doing what he wishes with his spare moments, be it noble or ignoble; and it is perhaps the only privilege left to him in this somewhat stereotyped world of ours.

To me, the most valuable aspect of the use of leisure is that it enables one to express his true, his inherent individuality. He cannot do this while he is working because whether he likes his job or whether he, with all his heart and soul. detests what he has to do in order to survive, he is not an individual but simply a mechanized being who lacks that independence, the assertion of which is limited to his leisure hours.

"A Committee on the Use of Leisure Time"—any intelligent person who repeats this abominably silly title two or three times will not quite know whether to laugh at its childish implication or to be intensely irritated at the malicious infringements to which his personal rights are being subjected. MARY F. GALVIN.

—Courtesy of *The Boston Herald,* September 26.

Use of Leisure

(Continued from page 410)

some times, also feel their feelings have been very well expressed by Miss Galvin's letter.

The Mail Bag is certainly an open forum, and

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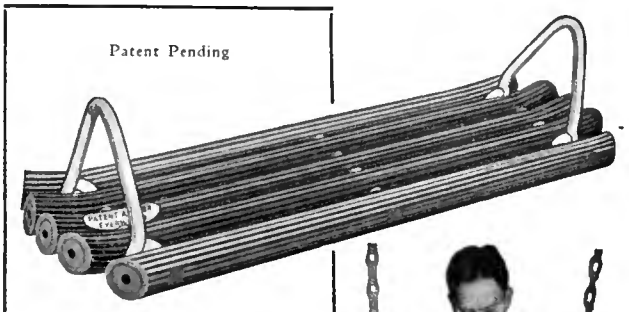

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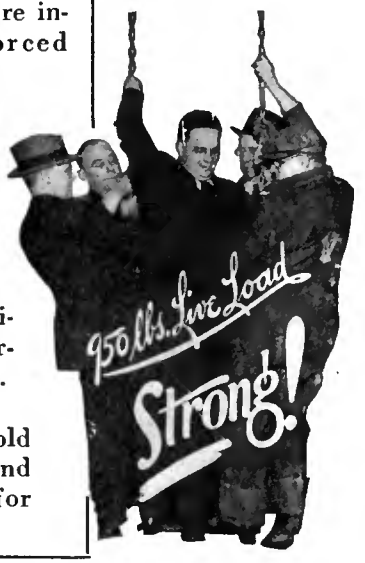

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Journal of the N.E.A., October 1933
How the Schools Educate for Seven-Point Lives

Parents' Magazine, November 1933
Youth's Opportunity, by Abel J. Gregg
Toys a Young Child Needs, by Helen Van Pelt Collins.

Collier's, October 7, 1933
Humanity, Common, Goes Up (The Children of Gastonia, N. C., Begin to Play), by William G. Shepherd

City Planning, October 1933
Modern Planning Legislation and the Small Park

The National Humane Review, November 1933.
Hard Times, Children and Animals

Parks and Recreation, October 1933
Increased Activities During Times of Depression, by Walter L. Wirth

The Survey Midmonthly, November 1933
Creative Leisure in Des Moines
Play Schools
For Free Time

The American City, November 1933
New Jersey Seeks to Answer the Leisure-Time Problem

The Journal of Health and Physical Education, November 1933
The Enchanted Island—An Experiment in Play, by Josephine Blackstock
The Promise of Leisure—An Editorial
Providing Recreation in the Township High School, by Herschell Lammey
Volley Ball in the Required Program, by Lee McCandless
Volley Basketball
Two Original Games

Child Welfare, November 1933
Three Christmas Eves—A Short Play in Three Scenes, by Lucy Barton

PAMPHLETS

Juvenile Court Statistics: 1931
Children's Bureau, Publication No. 222.
Government Printing Office, Washington, D. C.
Price $.10.

Sixth Annual Report of the Recreation Division of the City of Louisville, 1933

Annual Report of the Recreation Division of the Department of Public Welfare, City of Miami, 1932-1933

Annual Report of the Board of Recreation, Parkersburg, W. Va., 1932-1933

forms a valuable cross section of current readers' opinions. A. H. CHIPPENDALE.

—Courtesy of *The Boston Herald*, October 4.

To the Editor of The Herald:

I have been much interested in two letters in *The Herald* dealing with the subject of "The Use of Leisure," one by a Miss Galvin and one by A. H. Chippendale. Their comment is helpful, but I think in some respects misleading. It seems to me that the subject would be clarified somewhat for *Herald* readers if you could reprint the editorial inclosed—from the *New York Times* of Sept. 30.

JOHN NOLAN.

(See insert on page 410 for editorial)

—Courtesy of *The Boston Herald*, October 16.

Those Leisure Hours

(Continued from page 411)

Boss—Yes. A lot of the workmen are doing that in their leisure hours. You just walk around town until you find somebody excavating for a new post office or something, and just lean on the rail and watch the steam shovel. You can even criticize the operator and offer suggestions.

Workman (*very dejectedly*)—It's no use. I'm a nervous wreck trying to figure what to do with my leisure hours.

Boss (*with a sudden inspiration*)—I have it.

Workman—What?

Boss—There's an old high-wheel bicycle in my attic. I'll be glad to let you take it. Try it in heavy traffic. It's bully fun and will take your mind off everything

Workman (*with an expression of hope*)—Fine! That may be just the solution!

—Courtesy of *The Sun*, September 7.

Interview on Success 1933 Model

(Continued from page 411)

In a very short time I only came to the office two days a week. At the end of six times I was reporting to the boss only by telephone."

"Was your employer pleased?"

"Well, not exactly. No matter what you did for him he wanted more. So he insisted that I take up fishing, surf-board riding and tennis."

"Did you do it?"

"No. I felt it was a time to stand for my rights and walked out. But we finally submitted it to arbitration."

"Who won?"

"I did. The Leisure Time Committee of my

Benjamin A. Clark

Municipal recreation has suffered a genuine loss in the passing of Benjamin A. Clark, for more than fifteen years Supervisor of Recreation at Spokane, Washington. "Ben," as he was familiarly known to all of his colleagues on the Pacific Coast, died very suddenly from a heart attack while visiting the Century of Progress Exposition at Chicago during an early fall vacation. Benjamin Clark was widely known, highly respected and loved for his sterling integrity, faithfulness to duty and untiring energy.

particular union found that I was already loafing as much as an employer had a right to expect. But I wanted to be more than fair to my employer."

"So what, Mr. Epperwaithe?"

"So I took up fishing."

—Courtesy of *The Sun*, October 10.

A Loafing Code

(Continued from page 412)

such questioning as whether he loves his children, turns in his (forty-hour) weekly pay envelope to the wife on Saturday night, or is really attuning his soul to higher things and not just wondering whether it's time to go and have a beer. But guilt cannot be assumed against him without proof; and when Mr. Fosdick adds, moreover, that he is not to be regarded as a recognized victim and raw material for any busybodies who want to spend their time telling him what he ought to be doing—then, indeed, one begins to sense the first dim dawn of a new era.

—Courtesy of the New York *Herald Tribune*.

A Corollary of the Codes

(Continued from page 413)

thing as purposeful idleness—the fallow in human culture; for a fallow field is not an idle field. It is a field plowed and tilled, but left unsown for a time that the ultimate crop may be the richer.

The appointment by Grover Whalen, city chairman of the President's Re-employment Campaign, of a committee to consider what may be done by New York as a community to promote the most sensible use of this new leisure time is a corollary of all the codes. Much has been done already by the agencies that minister to the intellectual needs of the many (the libraries, colleges, universities, museums, institutes, settlements, &c.) to the public recreational needs (though even the playgrounds are inadequate) and to spiritual needs. Steps have been taken by the Welfare Council and the Adult Education Council to bring information about the opportunities already available. But only a beginning has been made in this field of free time, whose borders have been so suddenly and spaciously enlarged.

Aristotle said two thousand years ago that the right use of leisure is the chief end of education. But he was thinking only of the few, not the many. Professor Jacks said a few years ago, "I name education for leisure as an outstanding need of the present age." The National Recovery Act has made it imperative that the nation, following the example of New York City, give prompt, serious and joyous attention to its new asset of freedom.

—Courtesy of *The New York Times*, August 27.

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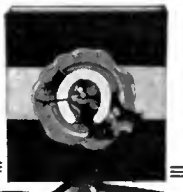

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Among Our Folks

On October 30-31, the twenty-fifth anniversary of Mrs. Eva Whiting White's service at Elizabeth Peabody House, Boston, was celebrated with a program paying tribute to her educational, social and civic work.

Mrs. White, in addition to her local service, is well known nationally and has long been associated with the leisure-time movement. From 1913 to 1917 she served as Director of the Extended Use of Public School Buildings in Boston where she made a valuable contribution to the community center movement. During the war Mrs. White worked with War Camp Community Service holding institutes for women workers. Her work for six years as Director of Boston's Community Service represented another very important contribution to the leisure-time movement, especially from the point of view of the development of the arts.

In spite of her busy life, Mrs. White finds time to lecture each year at the National Recreation School.

E. Dana Caulkins has been appointed Superintendent of Recreation in Westchester County, New York, to succeed George Hjelte. Mr. Caulkins, who was at one time a member of the staff of the National Recreation Association, has recently been serving as Assistant, as Vice-President, to Gustavus T. Kirby, President of the Public Schools Athletic League of New York City He has also been head of the Division of Recreation of the Adjustment Service of the American Association for Adult Education.

In September Walter J. Cartier resigned as Superintendent of Recreation in Charlotte, North Carolina. He has been succeeded by Lacy Ranson, a resident of Charlotte.

What to Do With Your New Deal Spare Time

(Continued from page 414)

Staggered Hours a Problem

Difficulties arise as soon as a whole nation is given leisure time. Unless recreational hours are staggered so that they do not come all at once during week-ends, the playgrounds and amusement facilities of the country will become choked.

On the other hand, if leisure time is staggered, as in Russia, the religious habits of the nation are disrupted. That is only one of many similar problems.

Amy Morris Homans

Dr. Amy Morris Homans, well known pioneer in the physical education field, died in October at the age of eighty-four. The first director of the Boston Normal School of Gymnastics founded in 1889, she continued as director when the school in 1909 became the Department of Hygiene and Physical Education of Wellesley College. Here she initiated a five year course which might be taken in conjunction with the regular college work. Many of the graduates of Dr. Homans' course are in all parts of the country occupying important positions in colleges and in school systems.

Possible repeal of the Eighteenth Amendment, coupled with leisure might bring to America the European form of cafe recreation, if this country could become used to its slow tempo. In Paris, one sips a glass of beer all afternoon, while engaged in meditation and social intercourse. This country has become habituated to drinking for the effect, and people fear to sit still, but are driven about by restlessness.

Conversation a "Lost Art"

Years ago in the evenings families sat around a fire and talked, and played games. Today conversation is a lost art, and a hostess dreads such simple pastimes. She suggests bridge, or a movie, or an automobile ride, and these are not particularly conducive to culture.

American sports are too expensive and too professionalized. We have accustomed ourselves to playing games requiring a considerable outlay for equipment, and to playing the part of spectator most of the time. If we could learn to appreciate such pleasures as hiking, badminton, table tennis, shuffle board, canoeing, fishing, volley ball, intra-mural football and baseball, we would be better off.

Sports should be turned into amateur channels so that the majority of us will not be eternally paying money to watch a group of hired hands take our exercise for us.

Hobby Development Urged

Development of hobbies such as gardening, mechanical work, dancing and the many artistic and scientific avenues for creative endeavor should be encouraged, as they give the American profit as well as pleasure.

In other words, the American must be taught to abandon the motorboat for the cheaper canoe, to became a player instead of an onlooker, and to use his leisure so that his body and mind will be strengthened and refreshed, rather than for the costly and more or less stultifying timekillers with which he has diverted himself in the past.

—Courtesy *Boston Evening Transcript*, August 12.

More Time for Play

(Continued from page 415)

Martin's in the Fields, London, a fortnight or so ago, and elsewhere in England and Ireland, that the time is ripe for the extension of the principle of shortening hours and bringing more of the idle back into industry.

More leisure will not hurt. Idleness or doles or voluntary philanthropy is a mere temporary recognition of the iniquity and injustice of present monopolistic control. If liberalism now and here should fail and if nationalism should block the progress of the rights of man, another world war vaster than the last would inevitably occur. America may save the day by bold, courageous action.

(Rev.) Wythe L. Kinsolving.

Leisure Time

(Continued from page 415)

gently has long been important. Many eminent educators have wrestled with it. Constructive ideas on the subject are not wholly wanting.

Meanwhile, reduction of the workday below the eight hours is accepted by the business world as a lesser evil, rather than a greater good. When millions are idle, and forced to live on doles, judicious sharing of avilable jobs is both sensible and morally beneficial. In an emergency it is not always possible to think of ideals.

Yet society must study the problem of employing leisure time, for it is likely to remain permanently. Technology is freeing man, and he must endeavor to utilize his freedom worthily.

—Courtesy of *The Chicago Daily News.*

Time to Burn

(Continued from page 416)

—some memory of great thoughts or flashing beauty—some permanent gain in his own interior life; (3) Brings him into pleasant, cooperative relations with other people of like interests and aims—through little theatres, voters' leagues, un-

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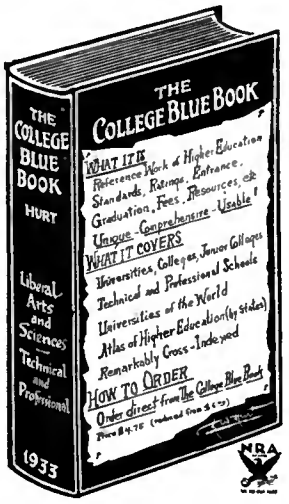

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NOTE: *Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.*

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employed projects or other community activities. People who follow this code will never be bored.

NOTE: This is one of a series of articles for high school students in *Scholastic*, the National High School Weekly.

Shorter Work Days Expected to Provide Better Citizens

(Continued from page 417)

ment that "the old-fashioned school teacher, who knew that 'the patient must minister unto himself,' was brushed aside by the practical idealists who were bent on showing young America how to do things and get somewhere." The *Bulletin* advises as to the value of the present movement. "One of the finest achievements of any civilization is making an artistic use of leisure. America has never learned this art. The doctrine of hard work has possessed us from the beginning. The early settlers had to work to live and the tradition has persisted. We have, quite naturally idealized men of action. Our so-called leisure hitherto, has been filled with action. But there comes a time when action will not suffice. There are countless problems which it will not solve, countless pleasures which it cannot afford. The most valued and enduring things which civilization possesses, from its philosophies to its cathedrals, have been the fruit of leisure and ripened contemplation."

"Spiritual regeneration and a new concept of what it means to be an American citizen" are recognized by the Oakland *Tribune*, while the St. Joseph *Gazette* feels that "the immutable laws of decent human association, justice and good will may flower out of the codes in some way."

"Use of a man's spare time for his own small jobs." including improvements about the house, is suggested by the Brooklyn *Eagle*, while the San Antonio *Express* suggests: "The public library should be kept open full time and be supplied with enough books, practical and cultural, new and classic. The night schools should operate on a convenient schedule and more such schools should be provided. The University of Oklahoma—in adding 40 new courses in 20 different fields for adult learners in spare time—has set a worthy example. That institution has invited business men, home-makers, teachers, clerks and machinists to study civics, politics, travel and national traits, creative writing and numerous practical subjects."
—Courtesy *Daily Editorial Digest*, Consolidated Press Association.

The Public Hearings on the Use of Leisure

(Continued from page 418)

confronts this nation today, all this talk of the satisfactory use of leisure is empty words.

But for myself I have faith to believe that we shall solve the problem. And furthermore I do not conceive that there is any just criticism attaching to an attempt to grapple with a collateral problem, even if in importance it is far subordinate. We are in the midst of gigantic changes in our social and industrial life. More and more it would seem as if the community must assume responsibility for providing privileges and opportunities which otherwise the individual cannot obtain. With the growth of free time, with the lengthening of leisure hours, we have a new kind of social problem, a new type of challenge to creative thinking and organized effort. As members of a community, anxious that the life of each individual shall be as rich and rewarding as human intelligence can make it, we are bound to think and plan about the needs of the new leisure, and the methods by which men and women in their after-work hours find rest, growth, satis-

faction, relaxation— in short, an enjoyable and to them desirable use of their free time.

In an effort to throw light on this problem, the Committee has invited as witnesses a number of men and women who have given thought to these questions of leisure, and who have some knowledge of what people want to do in their free time, of what opportunities exist in New York City for the enjoyable use of leisure, and of the ways and means by which these opportunities can be increased and made available to larger numbers of people. These men and women have been asked to appear at these hearings to make statements to us, to reply to such questions as may be put to them by members of our Committee, and furthermore to submit in writing any additional facts, plans or suggestions which they may wish to bring to our consideration.

In addition, the Committee invites anyone in the city to write to us at our office at 61 Broadway, sending in any suggestions or facts or comments bearing on this question of the use of leisure time in this metropolitan area. If time permits, opportunity will be given for oral presentation, and those who have contributions to make are asked, in order to prevent confusion, to send in their names to the Committee at 61 Broadway indicating what the nature of their contributions will be.

Leisure—An Interpretation

(Continued from page 422)

MR. FOSDICK: You believe then that it should be a local function here instead of national?

DR. BUTLER: I should think so. It is part of the life of the community. Of course in Italy they are organized very differently from the way in which we are, but even there they have stimulated the locality to make these provisions, and if you go to the buildings in which the supervisors have their headquarters, you will see that there is a man or woman assigned to the direction of al most every one of these ten or fifteen or so subdivisions, and it is that person's business to see that people get a chance to play tennis, to play whatever takes the place of football, to use the running track and all the rest of it. Then there are others to take charge of lectures, of music and other activities.

MISS JANE HOEY: Isn't there any way in which children can be trained in the opportunities opened up for them?

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DR. BUTLER: I should say there the problem is the general problem of sound education, to open enough doors to a child's interest to let him go through the one which makes an appeal, and not leave him entirely strange to something which might have been his chief interest in life if he only knew about it. If you open only two or three doors to him he doesn't know these five or six others exist, and late in life he finds out that they did, and he is pretty regretful and rather critical of his parents and teachers.

MISS WINIFRED FISHER: I should like to ask Dr. Butler whether he thinks it is possible for us to find means to encourage, we will say, people over 40 or 45, roughly, to begin to participate in new leisure activities, especially creative activities?

DR. BUTLER: It isn't very easy, but it is extraordinary how in this country there has been increased in the last twenty-five years the attendance of persons of that age at public lectures and presentations, and at dramatic, musical, and other events that are distinctly cultural.

Seventy-five or eighty years ago we had in this country a very extraordinary development which died out with the Civil War. That was the period when a half dozen men, especially men like Henry Ward Beecher and Ralph Waldo Emerson, went about the country delivering lectures to miscellan-

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eous audiences not only in colleges and schools but at social and other gatherings, and they produced a very profound effect upon the thinking of the American people during the 1850's, particularly down to the Civil War period. After the Civil War conditions changed, and those particular individuals, and men of that type, had almost entirely disappeared or had become incapacitated by the passing of years for such work, but there has come up in the last twenty-five years a very remarkable development of interest on the part of adults to hear these subjects discussed.

MISS FISHER: May I pursue that a little further and ask Dr. Butler if he thinks that the participation of people of that age must be a listening or passive participation?

DR. BUTLER: Not necessarily. I think you frequently have both questions and discussion which are very illuminating, and of course I hope very much that the creative arts shall come to occupy a larger part, that interest in art objects and in music, in really good music will increase.

Labor and the New Leisure

(Continued from page 431)

In the third place, Labor would urge that in the planning for these new leisure time activities and in providing for more ample facilities that it be invited to participate in this planning program. Thus its knowledge and experience can be made available to the community and the ends of this new day more adequately serve.

In October of this year, there was unveiled in Washington a monument to the late Samuel Gompers, the leader of the American Labor Movement for fifty years. His life and service to the American wage earner spanned the period between the close of the old frontier and the opening of this new frontier that we describe as leisure. He who knew the old was not unprepared to live in the new, for near the close of his life he was asked about Labor's goal; "What does Labor want?" said Gompers:

"It wants the earth and the fullness thereof. There is nothing too precious, there is nothing too lofty, too beautiful, too ennobling unless it is within the scope and comprehension of labor's aspirations and wants. We want more school houses and less jails, more books and less arsenals, more learning and less vice, more constant work and less crime, more leisure and less greed, more justice and less revenge—in fact, more of the opportunities to cultivate our better natures, to make manhood more noble, womanhood more beautiful, and childhood more happy and bright."

Who could deny the elevation of spirit in this utterance or the broad basis of inclusiveness of this aim of Labor? Upon such a foundation all men of good will should be able to agree. In such a spirit Labor is prepared to join in building the New World of Leisure.

MR. FOSDICK: That is an excellent stimulating paper, precisely what we wanted. We are particularly happy to get the historical background which we were hoping we would get from some of the witnesses. We are very happy, too, to get the recommendations at the end.

MISS HOEY: Can you tell us of any existing facilities for satisfying the needs of labor for long-time education?

MR. WOLL: You mean so far as leisure time is concerned? Personally, I have tried to express the opinion that in all of our educational activities and facilities up to the present time, we have laid undue stress on the philosophy of production, and as indicated in the presentation made, with leisure time becoming greater and greater and overbalancing work time requirements, all of our thinking must embrace educational opportunities and facilities for the leisure time occupation. So I feel we are not following in the right direction so long as we maintain our principal concern on questions of production.

MR. FOSDICK: Has the American Federation of Labor given particular thought to what leisure time facilities ought to be added to those that already exist—that is, is there a subdivision or a committee of the Federation that has worked on this particular problem?

MR. WOLL: No, there is no particular committee that has devoted itself to the study solely of the question of recreation and time to be taken up with recreational opportunities, other than through the work of its educational committee, where, of course, it has sought to promote the educational opportunities among the wage earners, not confining itself to occupational education but rather to cultural education.

As I view this development of leisure time, I find in it the opportunity of bringing about a world culture and a world much more happy to live in because it does give mankind the opportunity of enjoying the beauties of life and of God and of Nature which under the old system ot production the majority of our people have never been able to enjoy.

New Books on Recreation

Complete Model Aircraft Manual

By Edwin T. Hamilton. Harcourt, Brace & Company, New York. $3.50.

IN CALLING this volume a "complete" model aircraft manual, the author has not exaggerated. The book reflects the five years of research in every phase of model aircraft building and flying which Mr. Hamilton has done, and a veritable encyclopedia on airplane construction is the result. Sixty-five models are described, including gliders, stick models, solid scale models, built-up non-flying scale models and flying scale models. It is seldom one finds such clear and specific plans and diagrams, making it possible for the builder to progress step by step in making simple gliders or elaborate flying models. In addition to the eighty-five working plans, there are seventy-seven full page photographs of the models. Definite information is given on tools and materials and their use, and there is a complete aviation dictionary, a glossary of model terms, with a dealers list and model pilot's log.

Busy Childhood

By Josephine C. Foster, Ph.D. D. Appleton-Century Company, New York. $2.00.

IN THE PREPARATION of the material for this book the author has drawn liberally upon the publications of the White House Conference in her discussion of the importance of occupation and play in the development of personality and character. Following this the book takes up the play of the infant and the vigorous play of the young child, describing in some detail the games and activities so important for physical and mental development. Toys, play equipment, social and dramatic play, intellectual play and participation in family activities, play during vacations, travel and special days are presented in turn. An entire chapter is devoted to occupations and activities for the ill or convalescent child. There are two other books in the series—*Healthy Childhood* by Dr. Harold C. Stuart and *Happy Childhood* by John E. Anderson, Ph.D. ($2.00 each.)

Naturecraft Creatures

By Joseph W. Lippincott and G. J. Roberts. J. B. Lippincott Company, Philadelphia. $1.50.

THE AIM OF THIS BOOK as outlined in the foreword is "to guide in the collection and use of things one comes across every day on walks in parks, in the fields, in the woods and on the beach." Many strange and fascinating creatures are described and pictured in this volume whose suggestions not only offer an outline for creative activity in handcraft but provide "a grand excuse to get out-of-doors and nearer nature." The book is a delightful manual in the art of woodland and sea beach modeling.

Handbook on the Prevention and Care of Athletic Injuries

National Collegiate Athletic Association. $.15. Order from Dr. Joseph E. Raycroft, Princeton University.

IN FEBRUARY, 1933 the National Collegiate Athletic Association appointed a committee consisting of Dr. Edgar Fauver, Dr. Augustus Thorndike, Jr., and Dr. Joseph E. Raycroft, to study and report on the general subject of the training and medical supervision of athletic squads. In July the report of the committee was published. In it essential facts are presented in a simple but thoroughgoing way. It should prove a practical guide to coaches, trainers and others who have had the basic training in physiology and training methods. It has perhaps an equally valuable service to render by presenting in simple and concise form to college presidents, high school superintendents and others the essential practices in the prevention and care of injuries. Such information should enable these officials to pass judgment on the quality of work done by their coaches and trainers and should offer a basis for a satisfactory program of training and prevention.

Our Forests

U. S. Department of Agriculture. Government Printing Office, Washington, D. C. $.05.

HERE IS A PAMPHLET designed to acquaint us with our forests—what they are, where they are and how they serve us. We learn, too, of the enemies of the forest, of the values of timber as a vital material resource and of the dangers which threaten it. In view of the efforts which are being put forth at the present time to preserve our forests, this booklet is particularly timely.

Lighting the Stage with Homemade Equipment

By Jack Stuart Knapp. Walter H. Baker Company, Boston. $1.25.

THIS IS NOT the first book to be published on stage lighting. There are a number but most of them deal with commercial equipment. Here is a book written for the group just starting out, a group with little money which produces only occasionally. It tells how at little expense but with the exercise of considerable ingenuity home-made equipment may be devised which will light a stage effectively. There are descriptions, with diagrams, of ways of making flood lights, spotlights, footlights, border lights, strip lights and dimmers. Fundamental principles involved in producing color effects and lighting are discussed. Such practical matters as avoiding fire danger and storing lighting equipment are presented, and there are suggestions on how to light a stage without electricity. A bibliography of books on lighting completes this practical volume.

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Linoleum Block Printing For the Amateur.

By Lyle B. Yeaton. The Yeaton Press, Los Angeles. $2.00.

This book, with its concrete directions and direct method of address, is an invaluable aid to the amateur whose primary requisites for mastering the art of linoleum block printing, according to the author, are good eyesight, a steady hand and patience. The book discusses first tools and material, then takes up step by step the processes involved in making articles of many kinds. Many attractive illustrations are offered.

Modern Ping-Pong and How to Play It.

Coleman Clark. The John Day Company, New York. $1.00.

Here are answers to the many questions regarding rules, strokes, spin of the ball, equipment and other technical problems. The book starts with a listing of the benefits of ping-pong, discusses equipment, and then takes up the various strokes. There are hints for tournament play and interesting sections on ping-pong for women and for boys and girls. The complete laws of ping-pong, amended 1933, are given. Many illustrations are incorporated.

How to Help.

National Women's Committee, Welfare and Relief Mobilization. Free.

This seventy-two page handbook outlines social problems, describes briefly the social services needed to meet them and suggests ways in which volunteers, board members and contributors can assist the social program of their communities. Copies may be secured from Miss Mary S. Sims, 600 Lexington Avenue, New York City.

Recreational Areas of the United States (Under Federal or State Government).

National Park Service, Department of the Interior, Washington, D. C. Free.

Through the National Park Service of the Federal Government it is now possible to secure a large map showing the location of national parks, monuments, military parks, and state parks and monuments. On the back of the map the parks are listed and some brief information given regarding the recreation facilities they provide.

The International Olympic Committee and the Modern Olympic Games.

Published by the International Olympic Committee, Mon Repos, Lausanne, Switzerland.

This pamphlet tells something of the history, purposes and duties of the International Olympic Committee, outlines the conditions under which the competitors of the Olympic Games are received and gives general information regarding the committee and its relationships with Olympic committees in the various countries. Any one wishing a copy may secure it by applying to the Secretariat of the International Olympic Committee.

Mathemagic.

By Royal Vale Heath. Simon & Schuster, New York. $1.75.

Here is a collection of ingenius mathematical tricks and puzzles worked out by a well known amateur mathematical magician. In these days of mental games and of crossword puzzles, mathematical magic long neglected by the general public should find an enthusiastic response. The book is amusingly illustrated by Gerald L. Kaufman.

Tidings of Joy.

By Elizabeth McFadden. Samuel French, Inc., New York. $.35.

This Christmas play of one act by the author of *Why the Chimes Rang,* which has been used by so many groups at Christmas time, will be of special interest to church organizations. It tells how Christmas joy is brought to an evicted family. Permission to use the play must be obtained from Samuel French at 25 West 45th Street, New York. It may be presented by amateurs upon payment of a $5.00 royalty for each performance where no admission is charged or $10.00 for each performance with admission charges.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF MARCH 3, 1933, of RECREATION, published monthly at New York, N. Y., for October 1, 1933.

STATE OF NEW YORK, } ss.
COUNTY OF NEW YORK. }

Before me, a Notary Public in and for the State and county aforesaid personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York, N. Y.

Business Manager: Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers, during the months preceding the date shown above is (This information is required from daily publications only.)

H. S. BRAUCHER.

Sworn to and subscribed before me this 28th day of September, 1933.

[SEAL.] CLARENCE B. WILSON,
Notary Public, Queens County.

Queens County Clerk's No. 2069. Certificate Filed in New York County Clerk's No. 510.

(My commission expires March 30, 1934.)

Am I "My Brother's Keeper" in Recreation?

I AM NOT. And yet. My brother and I both may have no possible chance to play baseball, tennis, golf, except as all of us together through our government provide the places. Recreation is individual—what is one man's meat is another man's poison. I loathe croquet with unreasonable prejudice and I know my prejudice is unreasonable. Croquet may be a perfect game—but not for me. Probably my attitude is just one way of asserting my individuality.

Am I my brother's keeper in recreation? I am not. And yet. Society must expose boys and girls and older people, too, to various activities, give them an opportunity to obtain skill, so that they can each individually know what are *their* forms of activity which give pleasure and which do not.

Many recreation activities require groups of persons. Society must take the leadership in giving persons an opportunity to come together, if they wish it, at a given time and place for a choral society, glee club, orchestra, dramatic club, basketball team. Even in the adult group the bully is present. One is to be forced into this activity or that, willy nilly. A certain moderate amount of leadership is essential, even with adult groups, to keep freedom for individuals to do what they really want to do.

Why bother with recreation—with leisure time activities—let each man look after himself. Let each man find out what he wants to do and do it.

The depression has revealed thousands of men out of employment with all the time in the world, but utterly unprepared to make any use of free time. There are many resourceful men who have trained themselves in hobbies and special skills and have ten thousand things they want to do. These need little help from anyone. Great numbers of the unemployed, however, have lacked confidence in themselves for any special free time recreation activities because they have acquired no special skills, few special interests, because they have had no special preparation for leisure.

Keeping one's soul active is even more important than keeping one's body alive; for a dead soul is not much use even in a live body. If society has any responsibility for keeping my brother's body from starving—then I have equal responsibility for keeping his soul alive, or rather for setting an atmosphere, giving him the opportunities which will enable him for himself to keep his spirit alive.

And yet. Such is the tendency in human nature for standardization that it is most essential there be no forcing of any individual in his recreation. Here more than anywhere else there must be respect for individuality and rigorous discipline in holding back from trying what will make any two persons more alike. The wealth of the world is in preserving the essence of each person's personality.

We are each other's keepers in our leisure hours—in keeping out of each other's free time as well as in coming in; we are each other's keepers in our recreation because we all need comradeship in recreation activity just as birds need the sky and fish the water. We need to be each other's keepers to the extent that we all learn the rules of the game of cooperative human intercourse through recreation—how to be active together without boring, without intruding, without breaking down each other's atmosphere; how to lead one moment, how to follow the next.

Recreation in certain of its forms is very high in human intercourse values. Its skills are at least equally great with skills in work and experience in worship.

Much of recreation skill must be "caught," not "taught," but the art of recreation, the art of living when one is not earning one's bread, is so high a form of art that it is worth while for individuals to put forth every effort to acquire skill in cooperative recreation living.

HOWARD BRAUCHER.

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Publicizing Leisure Time Facilities

By Honorable ALFRED E. SMITH
Former Governor of New York State

I AM INFORMED that the purpose of the hearing is to devise ways and means by suggestion as to how to make better use of the spare time that is afforded to our workers generally under the provisions of the National Recovery Act providing for a cut in the weekly hours of employment.

Of course, I have no notion, and I don't think the Committee has, that we can direct anyone as to what he is going to do in his spare time. I don't think that you could get very far with any such suggestion as that, but what I believe we could do would be to offer them facilities for recreation, education, or entertainment of an educational character. Certainly we could make use in the night time of some of our very beautiful school buildings with their facilities, provided, however, that we are in possession of sufficient funds and can explain the benefit to be derived either from lectures or from study in the school houses. I believe, too, that amusement of an educational character might be offered in the evenings at the Metropolitan Museum of Art, the Museum of the City of New York, the Museum of Natural History, or, if they are inclined to study fish, at the Aquarium. Unless something of that kind is done and sufficient publicity given to it so that it will be pretty generally understood, this extra time will be used as has most of it in the past, and I think we can safely say, without reflection upon the intelligence of the great mass of our people, that they idle that time away.

I believe you will probably have to have the cooperation of the state and of the city as well as of the trustees of these various public and quasi-public educational institutions in order to map out a program. It will be necessary to have a program and it will be absolutely necessary to give it a great deal of publicity because people will not know about it unless that is done. In small communities it is all right. I remember in Albany during the period immediately following the war they carried on for a long while some of the activities that they had in the evenings while the war was on, evidently with the intent of taking the minds of the people off the general conditions abroad where there were so many American boys being sent to the front. They had community choruses, and I found those promoted a very healthful neighborhood influence. They gave people a chance for wider and broader acquaintance and made them feel that after all there were some forms of amusement that they could get real pleasure out of without being compelled to pay for it.

In New York, however, there are difficulties on account of our size and our population and the diversity of our groups and the distances between places of residence. Unlike the small cities and the large villages of the state, we have that problem to contend with, and for that reason I urge again the necessity for a very intensive campaign of understanding as to just what this is all about before we can get anywhere with it.

I like the idea of making use of the armories. That could be arranged with the state through the National Guard. They remain idle a large part of the time. There has always been a feeling against renting armories for public purposes because it brought the state into competition with the owners of halls and public places of assemblage that were paying taxes, but certainly for this purpose there could be no objection on the part of the State so far as I can see.

Then, of course, there is a

(Continued on page 485)

In the December issue of RECREATION we published a number of the addresses delivered at the first hearing of the New York Committee on the Use of Leisure Time held on November 16th. This was followed by three other hearings. We present here some of the evidence given at the later hearings. The plan has not been to publish the addresses in their chronological order, but to attempt to give a cross section of leisure time interests and of the agencies which are promoting them.

The Young Man and His Leisure

By FREDERIC M. THRASHER
Professor of Education
New York University

The problem of the relationship of recreation to juvenile delinquency and crime is one of keen interest to all concerned with the wise use of leisure. The effect of recreation activities on juvenile delinquency has been the subject of a number of studies. Dr. Thrasher has given careful consideration to this problem in connection with his studies of boy life. Following Dr. Thrasher's address we offer the testimony of two police officials who have found recreation a most effective agency in crime prevention and cure.

STUDIES and observations in Chicago, New York and other American cities have led to the definite conviction that the unwise use of leisure time by young men from sixteen years of age to the early twenties is responsible for an important proportion of serious crime in America.

In the first place, it is responsible for much crime committed by actual members of this age group. Young men in this age group contribute a much larger share to serious crime in New York City than their numbers in the general population would warrant. This has been shown to be true by the Sub-Commission on Causes of New York State Crime Commission, which made a study of the 16 to 20 year old group of offenders for New York City in 1929. The police have often pointed out that a large number of felonies and serious misdemeanors, especially crimes of violence are increasingly the offenses of boys in their late teens and and early twenties.

In the second place, the unwise use of leisure in this age group is responsible for much adult crime because it is in this period of late adolescence that criminal experiences have a hardening effect and prepare the way for demoralizing habits and chronic criminology in later life. The majority of professional criminals and habitual offenders have a record of seasoning during this age period, and this, more often than not, is preceded by a record of juvenile delinquency, also due to the same general social situation in which the unwise use of leisure plays a very important part as a crimino-genetic factor.

In Interstitial Areas

We are speaking here, however, not of all young men in the age group (16 to early 20's) delimited above. We are speaking particularly of members of this age group who are reared in the so-called interstitial areas of our cities. The section of the National Commission on Law Observance and Enforcement which dealt with the causes of crime showed that in every city there are, adjacent to business and industrial districts, crime breeding areas which act as incubators for juvenile delinquents, adolescent offenders, and ultimately seasoned criminals. These areas have been defined for twenty or more American cities of different types, including New York City. They are not theoretical conditions, but actual parts of the city from which came the bulk of criminals who engage in killing, kidnapping, robbery, racketeering, drug-peddling, counterfeiting, and all the other crimes whose cost to American citizens runs into billions of dollars each year. The New York State Crime Commission has delimited ten such areas in New York City—eight of them in Manhattan and two in other boroughs

It is the young men from sixteen to the early twenties, as well as the younger boys, in areas of this type where the unwise use of leisure constitutes a threat to good citizenship and where it is, in my opinion, more than anything else responsible for the development of delinquency and crime. Intensive study of these crime-breeding districts, which are not peculiar to any one type of American city, but which are to be found in all, reveals the fact that they are areas of declining

population; physical deterioration; dilapidated housing; low rentals; low economic levels (which means poor standards of living and chronic unemployment); congestion of population and overcrowding per house, and this in spite of declining populations and high percentages of vacant properties, and high rates of dependency, juvenile delinquency, and adult crime. Another marked characteristic of such areas is the disorganization of traditional institutions of social control, such as family life, religious influences, voluntary associations of a fraternal, social and economic character, etc.

The absence of satisfying home life and of adequate opportunities for wholesome recreation for all groups is marked in these areas, but it is probably more striking in the case of boys (and girls also) of the age group from sixteen to the early twenties than any other group. This absence of leisure time opportunities in such areas constitutes the negative situation which acts as an important crimino-genetic factor, in that it makes possible the operation of the positive influences which promote delinquency and crime.

The Social Contagion of the Streets

Intensive study of the positive forces which are embodied in activities which become substitutes for the wholesome use of leisure reveals a variety of crimino-genetic factors of great importance to any plan of community re-organization of crime prevention. The prime condition for the demoralization of young people in these areas is to be found in the informal education and social contagion of the streets and all the private and commercialized institutions which are adjuncts of the streets and which cater to the pleasure-seeking impulses of these young people. The streets and the institutions of the streets grant no degrees and give no diplomas, but they educate with fatal precision. So effective are these destructive influences that they are likely to bring to naught all the efforts of formal education, which in these areas is usually suffering from a serious case of what W. F. Ogburn calls "cultural lag."

The prevalence of street life in these areas is brought about in part by congestion of population which results in swarms of young people in a given block, and in part by the crowding of the family in inadequate, unattractive home quarters. The boys in areas of this type find nothing to interest them at home in their leisure hours and in many cases they find actual conflict and misunderstanding at home. The result is that they take to the streets and you have growing up on the street a community of youth which is more or less independent of all adult controls, but which is responsive to most of the influences of demoralization which abound in such districts. It is a community which has a real entity of its own, which grows and develops its own standards of conduct and public opinion, and which transmits its demoralizing social heritage to the next generation of youths entirely independently of the social values of the larger conventional community. The spirit of this youthful community breeds crime and lawlessness because of the very way in which it has developed in the uncontrolled and vicious environment that surrounds it. Its spirit and its tradition are transmitted irrespective of who comes into the area or who moves out, and its social controls are embodied in a consensus of ideas, sentiments, attitudes and habits which have a reality, an independence, and a continuity that is not affected by the individual youths who enter into it or leave it. It is the reality and independence of this community which so often escapes those who are attempting to solve the leisure time problems of young people who are a part of it.

The actual time spent on the streets by young men in the age group in question takes a variety of forms. Gambling is ubiquitous and this includes, of course, the traditional crap-shooting and card games. The better organized gambling rackets, however, are also prevalent in these areas —such as policy slips and other types of lotteries. Some types of athletics are popular in spite of the great difficulties of playing these games in traffic and the complaints of local residents about the noise and the breaking of windows. By all odds the most popular game of this sort in New York City is stickball and there is hardly a street gang that cannot boast its stickball team. Games are usually played for a money-pool which is made up by the members and friends of the team. The playing of this game in the streets is contrary to city ordinances and the games are constantly being interrupted by policemen.

It is inevitable that out of this street life grow the gangs and athletic and social clubs which are often very demoralizing in their effects upon their members. They serve as clearing houses for all sorts of undesirable information, attitudes and habits. It is in these street groups that the boy or young man acquires a feeling of independence, a disrespect for law and authority, an ability to

look after himself away from home, a philosophy of fatalism and cynicism, and not least of all a knowledge of the technique of crime which serves as an invitation for him to participate in the criminal enterprises which he learns to know so well, or to attempt to develop criminal undertakings on his own account. Much of this social contagion takes place merely through conversation on the streets and in the many institutions which are adjuncts of the streets and which serve as hangouts for local groups.

In the promiscuous associations of the streets and its local hangouts the boy and young man comes into direct contact with questionable characters, gangsters, and racketeers. He sees how they "get by" and begins to feel that getting caught is more disgraceful than the actual commission of a crime. Since these areas have high rates of delinquency and crime, every block has its stories of the men who have gone to prison, and the boys on one New York block boast proudly that more men from that block have gone to Sing Sing than any other block in their local community. Every block has its own local delinquents and criminals who are operating and actually carrying on criminal activities successfully at any given moment. Too often the boys and young men are personally familiar with the success of the local gangsters, bootleggers, and racketeers whose shining Packard or Lincoln cars set a standard of conduct and success for the whole neighborhood. This hero worship in young men is practical, and it measures success not in the idealistic terms set forth in the history books at school but in material goods that it can see and in the very real power that it knows is actually wielded by the criminal and his political allies.

Local "Hang-Outs"

The adjuncts of the street, which are the primary resources of the delinquency area for the use of leisure time by boys and young men, are the commercialized pool rooms, private social and athletic clubs, saloons, speakeasies, gambling rooms, taxi-dance halls, and burlesque theatres. While some of these places are well supervised, most of them in delinquency areas are sources of demoralization, and many of them are actual centers of criminal contagion. I think the distinction between the leisure of unemployment and other kinds of leisure is very largely an academic distinction. If you are solving actually the problem of leisure time, you have to include the problem of the enforced leisure of unemployment which is more or less chronic in areas of the type of which I am speaking; and this leads to another statement. It is in such places that mutual excitation prepares the way for action and that planning of crimes takes place, and this is all the result of the spending of leisure time, often in these areas the enforced leisure of unemployment, in ways that are demoralizing and social situations that stimulate an interest in wrong-doing.

Yet it is not to be supposed that playing pool, playing cards (even for money), or drinking in themselves lead to crime. It is the associations and the lack of wholesome supervision or of social control in the places where these activities take place that are so demoralizing. And this leads to the statement of another important point; namely, that any place which may serve as a hangout for boys and young men in these areas is equally an adjunct of the streets and may be equally demoralizing, whether it be a candy store, a cigar shop, a restaurant, a shoe shop, a moving office, a soda fountain, a bakery, or any other kind of establishment whatsoever which may serve as a congregating place As a matter of fact, intensive studies of these areas show that many types of business places serve this purpose and act as focii of social contagion for the spread of delinquent attitudes and practices.

The important point is that these boys and young men are thrown upon the streets and that adequate facilities for wholesome recreation are lacking.

A survey of the facilities for wholesome recreation for young men in the age group from sixteen to the early twenties will reveal in almost every city a dearth of such opportunities in the delinquency areas. In this type of district this age group now constitutes an unusually large proportion of the population, because

"Boys in gangland areas enjoy an unusual freedom from restrictions of the type imposed by the normal controlling agencies in the better residential areas of the city. . . . There is no dearth of excitement in this disorganized environment, and in the gang they find an instrument for the organization of their play and the satisfaction of most of their wishes. . . . . The problem of competing with the care-free activities of the gang is a difficult one and requires a high degree of intelligence and understanding on the part of any leader or agency attempting to meet it." — *Frederic M. Thrasher* in *The Gang.*

of falling birth rates among the classes who live in these areas. Just at this time this group is unusually large in the population. In other words, there are fewer children under sixteen in these areas now than there were ten years ago, and conversely, there are more between the ages of sixteen and twenty-one in proportion to the other age groups in the general population.

The Dearth of Opportunities

The facilities for the wholesome recreation of the sixteen to twenty-one year old group are very limited. They take the form chiefly of the senior departments of Boys' Clubs, the senior work of social settlements and neighborhood houses, Young Men's Associations of various religious denominations, young men's clubs connected with churches and similar groups, but all of these resources combined in any one of these areas, if they exist at all, are so meagerly equipped with staff and facilities for meeting the needs of this particular type and age group of young men that the percentage actually reached is almost negligible. The public recreational opportunities for young men of this particular group are also woefully inadequate and often are not supported with adequate funds which make possible the active leadership required. That is the point, you see. The resources for the wise use of leisure time for this particularly critical age group in crime-producing areas are absent or very inadequate.

Another striking fact is the lack of coordination among the various recreational agencies attempting to deal with this age-group and a general failure to see the recreational needs of a given community as a whole. The problem resolves itself primarily into two phases:

1. First it is a problem of taking stock of the recreational facilities for this age group that actually are in existence in a given local community and which with better financial support and direction might be made to function more effectively in reaching a larger number of young men in crime-breeding areas.

2. Secondly, it is a problem of creating and developing additional agencies and opportunities for wholesome recreation, both public and private, which shall penetrate the crime-breeding areas and counteract and break down the demoralizing influences which so completely possess the members of this age-group in these areas at the present time. The facilities are not adequate. We must develop additional facilities and support better the facilities which we have.

We have pointed out how our cities have neglected the boys and young men in their interstitial areas and how, as a result, they have reaped an unprecedented crop of crime which with the past few years of extensive unemployment among young men in these areas, is not yet completely harvested by any means. Here is *the* fruitful field for crime prevention: through the virile and intelligent control of the leisure time of boys and young men. It is better to expend energy and thought on this problem than to spend it in catching and convicting our fourth offenders, important as they may be. It is better to spend $1,500 in a local crime prevention program based on the constructive control of leisure than to spend $750,000 to convict one public enemy!

Supplementary Document

Title of Study by Herman Balen, 810 W. Huntingdon Street, Philadelphia, Pa.

"Effect of Play Areas of Philadelphia Bureau of Recreation Centers, on Rate of Male Delinquents, Aged 16 to 20 Years Inclusive."

Source of Statistics

Crime Prevention Bureau, Department of Police.

Bureau of Recreation

Consists of 38 centers, 21 swimming pools not situated in any of the above centers. Twenty of the centers were not supervised during September, October, and November of 1932, were supervised during June, July, and August of the same year. The other eighteen centers were supervised during the entire six month period that the study was made.

Play areas not taken into account separately, but taken into consideration as a whole, due to irregular opening and closing, open only in the summer months of July and August, were the play areas of the Board of Education, Philadelphia Playgrounds Association, Smith Memorial Playgrounds and the Boy's Clubs and Settlement Houses.

Summary of Most Important Findings, or Conclusion

1. A six per cent decrease in delinquency in the fall months as compared to the summer months.
2. Sixty-five per cent of the 4,960 cases studied were found to be living *within eight blocks* of some bureau or recreation center.

3. That the twenty partially supervised centers showed that during the supervised months of June, July, and August, 34 per cent of the delinquents lived within eight blocks of the centers, for the unsupervised months of September, October, and November, for the same centers, only 32%. A comparison of the eighteen centers that were supervised for the entire six months showed 33% for the summer months, 30% for the fall months. Supervision of the bureau's centers does not, therefore, have any effect upon the rate of delinquency.
4. That a ten per cent increase in delinquency of *boys living over eight blocks* from a recreation center in the fall months over the summer months may be attributed to the closing of the Board of Education's playgrounds; the play areas of Philadelphia Playgrounds Association, and the twenty-one swimming pools of the Bureau of Recreation not situated in any of the Bureau's playgrounds.
5. On the average there is a regular increase in the percentage of delinquency as the place of residence is further away from the playground up to a distance of four blocks and then there is a symmetrical decrease in the rate to eight blocks away from the centers. This is not true for each individual center.
6. That the proportion of white boys arrested to negroes, is three to one. But according to the negro population as compared with the white population, the probability of a negro being arrested to that of a white boy is two to one.
7. That in the 16 to 21 year group, 19 year old boys were arrested most frequently.
8. That old sections of Philadelphia show the highest rate of delinquency.
9. That older boys are arrested frequently outside of their own home neighborhood, and that this may vary, according to the stimulus provided.
10. That sixty per cent of the offenses include
    1. Corner lounging
    2. Disorderly conduct
    3. Assault and battery by auto
    4. Predatory delinquencies
    5. Malicious mischief
11. That an average of forty-four per cent of all the delinquents were discharged during the six month period.
12. That 10.6 per cent of the delinquents had no home in the city or claimed residences outside of the city.

CHAIRMAN FOSDICK: Professor Thrasher, what do you think should come first in these interstitial areas you speak of — parks and playgrounds developed in accordance with the city plan, or indoor facilities provided by boys' clubs, for example, or perhaps the more general opening of public schools or more adequate leadership in recreational activities in connection with these facilities? How do you rate this in terms of importance?

MR. THRASHER: I think first of all you need to know what the resources are, and that seems to be where we have lacked in the past. In other words, first we need to have the facts on which to base our program, to see how these various agencies are related to each other, and then the second question can be answered. It would vary greatly in different communities. Some of these crime-breeding areas have good facilities for private recreation, some have good facilities for public recreation, some have poor coordination of facilities. Some have few private facilities and good public facilities. So that would be entirely a matter of what the local community needs, and I don't think you could make a blanket answer to that question. You would have to study the local facilities and base your program on what is available.

MR. FOSDICK: You speak of the fact that facilities are not adequate. Is the non-use of these facilities, the agency programs, those that do not exist, due to absence of other agencies, to the lack of information about what they have to offer, or to the unwillingness of the boys to patronize them?

MR. THRASHER: It is due to all three. If all the boys were informed and were willing to patronize them, there would not be nearly enough facilities. You would have to build more gymnasia, you would have to have many more parks and playgrounds. On the other hand, we see in some local communities parks that are not being used, whereas the neighboring streets are filled with children, because you don't have equipment, you don't have adequate leadership in the playground or the park.

In other communities you find a great demand for gymnasia, and you find empty gymnasia, simply because the people who need the gymnasia do

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Leisure in Its Relation to Crime

By Honorable EDWARD P. MULROONEY
Former Police Commissioner
New York City

CONSTRUCTIVE recreation for our people, both old and young, is one of the most vital aspects of conditions which are now confronting people of our nation.

The problem of proper recreation for the young is one which always confronts us if we give thought to the urgent need of taking such steps as will prevent children from becoming delinquents. Unless the child, and particularly the boy, is given opportunity to indulge his imagination and to become interested in recreation and sports which are not only wholesome but are character building, we can look forward to no diminution in the number of our delinquents, and when it is recalled that delinquency is the first step taken by youth to a career of crime, the necessity for recreation facilities for the youth is apparent.

"Unquestionably leisure time has a distinct bearing upon the good order and law observance in any community, and leisure time not properly applied and not guided will undoubtedly result in an increase in delinquency and crime."

The most forward-looking step taken in this direction was the establishment of the Crime Prevention Bureau in the Police Department of the City of New York. I would stress the leisure-time activities sponsored by the Crime Prevention Bureau—baseball teams, boxing clubs, swimming teams, basketball teams, and other activities. In individual cases this has made it possible for many children to develop their talents.

The reduction in the hours of labor for the adult will again present to society a problem that must receive serious consideration. Unquestionably many persons with added leisure time will desire to improve themselves in any possible way which may be open to them, provided that the conditions under which they embrace such opportunities are not surrounded by too restrictive regulations.

Added opportunity should be provided for our citizens to have access to libraries, art and natural history museums, free concerts, both winter and summer, and a greater abundance of musical entertainment. For those who desire recreation in the open, facilities should be enlarged for them to indulge in sports, and opportunities afforded for our people to enjoy in larger numbers the pastimes of fishing, hunting, hiking, etc. The permitting on Sundays of both professional and amateur sports such as baseball and football has brought about splendid results.

I should like particularly to stress to you delinquency. Last year in the City of New York 29 per cent of all males arrested for felonies (that is, for serious crimes) were of the age of eighteen years and under. In the entire United States this year for the first six months for the serious crimes, felonies, there were more arrested at the age of nineteen than any other age, closely followed by those of the age of eighteen, clearly indicating that the crime problem today is a problem of youth. And you could have no criminal youth unless you in the first instance had delinquents, and you will not have the delinquent if the boy is taken in charge before he becomes a delinquent and is afforded wholesome recreation.

It is an obligation that rests upon the parent at home, the church, the school, and society, and you cannot avoid it. We have got to be awakened to it, and it is useless to talk of crime when we don't attack it at its root.

I would further like to stress the good that came of legalizing sports on Sundays. The gathering of immense throngs, thousands and thousands of people, at baseball, football, all outdoor sports, is a very, very splendid thing from the police standpoint. Unquestionably where people gather for such purposes, whether as spectators or participants, they are well occupied so far as society is concerned, and I know of no better barometer to judge the good order of a community than can be had by getting some indication as

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Leisure and Crime Prevention

By HENRIETTA ADDITON
Deputy Commissioner of Police
In Charge of Crime Prevention Bureau
New York City

IT CANNOT be emphasized too much that we do not want to try to develop our program of recreation from the point of view of what we think is good for other people. Can we not simply assume that in general people wish to use their leisure time to enrich their own lives, and that the most helpful form of community action is to make it possible for them to do just that? When recreation is used in social case work for its mental or physical therapeutic value, that is, to adjust socially unadjusted people or anti-social people, that is of course another matter and it requires special individual adaptions.

Providing recreation for the average normal adult is different also from providing it for children. Adults have in the main their own interests and their sense of values fairly well established, while children are forming theirs. We realize this in the development of health habits. For instance, we know that if we take good care of a child's first teeth, the adult's teeth problems will be greatly reduced. The same thing is true of the formation of social and recreational habits. The right use of leisure must be built into the child's habits early.

Certain people in our country have always had leisure, that is, freedom from the economic necessity to work. What they have done with their leisure has depended to a considerable extent on their background. To some it has given an opportunity to develop cultural and social values. To others, money and leisure have served merely as means of expressing their vanities.

A few years ago I participated in a study made of the leisure time interests of a group of children in Brooklyn. The children were asked what they wanted to do if they had their choice. Their requests were modest and quite proper, but showed the need for an extension of the work of our existing recreational agencies; for more community centers and libraries; for more opportunities to get out into the country, and especially for leadership. The details of this can be seen in the survey of "Work for Boys in Brooklyn," published by the Research Bureau, Welfare Council of New York City. Dr. Deardorff who directed this study reported that the desire of many of those children from the crowded sections of our city for outdoor recreation and for country life experiences was truly poignant.

When we discuss recreation as a factor in crime prevention we must realize that even if we provide recreation for 90 per cent of the people and we don't in some way reach the potential criminals with this recreation, or we aren't able to get the potential criminals to take part in it, we can't say that we are truly preventing crime through recreation. And of course we know that some of the children who are most likely to be criminals are those who are most reluctant to accept the organized recreations which we have provided for them.

Finding Opportunities

In our work in the Crime Prevention Bureau in the New York City Police Department, we have tried to find these children; we have made a particular campaign to find the children who especially need recreation and then to sell to them the activities of the recreational agencies, not just to say, "you can swim at such and such a place," but almost to take them by the hand and show them what it will mean to them when they have become acquainted with the place to swim there.

In our individual work with these children we use all the available boys' and girls' clubs in settlements and churches and the other organized places for recreation, but there are not enough such places in any part of the city, and some parts of the city are completely barren of any recreational resources. Everywhere we find need for the extension of the work of the Camp Fire Girls,

the Boy and Girl Scouts, you and your clubs and recreational groups of all kinds. Equipment for arts and crafts, for athletics, for reading, for play and self-expression, is needed in much greater measure than now exists, especially for those children who are known to be getting into trouble and are endangered in body, morals or mind. The neglect in providing proper places results in the development of improper ones. Unsupervised social clubs are formed by boys and girls throughout the city. Meeting places are usually in basements and the conditions found in many of them are extremely demoralizing. But when we break these up we should be able to provide other avenues for sociability. The same thing is true when we break up the gangs of boys on the streets or when we take young boys out of pool rooms where they are in violation of the law.

The enormous number of children, of adoles cents and of adults in New York City have needs which have never been really visualized. This is especially true for the group between sixteen and twenty-one. Last year we had arrested in New York City 39,186 boys and girls of this age group. We have made in our Crime Prevention Bureau a special effort to reach that particular group for whom so little recreation which is attractive to them has been provided. If you go to the police line-up you will see these boys practically every morning—boys sixteen, seventeen, eighteen years of age, brought in for serious offenses, for felonies, stick-ups and burglaries of all sorts. And so often they tell this story, and you know it is true A boy will say he was standing on the street corner. He had nothing to do and some other fellows came along and said: "Come with us. You can make a little easy money." And then usually the more innocent he is of any evil intention the more likely he is to be caught with the gun or the stolen automobile. This last year particularly, when so many boys and girls have come out of school without any jobs to go to, when they had hoped after school to help their families financially, the situation has been especially serious. In order to help meet some of these problems last summer we organized considerable recreation work ourselves. It was an improvised sort of thing and we did it because there weren't other resources, not because we thought the Police Department really ought to be running recreation. But we had 7,000 boys organized in baseball, in boxing, swimming and other activities and we took children on hikes, as well as giving them organized athletics.

"All over this city we should have service stations where people—men, women, children, entire families, will have opportunities to cultivate health, powers of leadership and self expression, and the arts of just plain friendship and sociability. We need the best thought of the community and we need democratic participation in formulating such a program, if we are to develop a culture in which leisure will be really used to enrich life. And when we have done that, we shall have gone a long way on the road to real crime prevention."

Nature Activities Vital

I have been particularly interested in the hikes on one of which I went myself with a group of 125 children from the East Side some of whom had never before seen Riverside Dive on the west side. We had with us a science instructor who talked to the children about the rock formation, about the glacial period and the Indian pot holes. You would have been amazed to see how entranced those children were listening to a little popular presentation of that sort of thing. So we have been developing new science clubs. We are trying to start some of them in certain sections of the city where there are no recreations for the children who are interested. This year, too, we are forming music and dancing clubs. We feel the need for the provision of more camps and more opportunities for trips into the country.

We wish particularly there could be found some way of providing pets for city children. In the country they mean so much to children. To be sure, city children have the zoo and they enjoy it, but after all you can't pet a tiger or even an owl!

A Broad Program Needed

The sociability motif, both with animals and with humans, runs through all recreational desires. In the Brooklyn study the principal reason given by the children for liking clubs was the opportunity afforded to make friends. As one girl picturesquely expressed it, "I like to belong to a club because you meet new faces and sometimes become the best of friends with them." Many children who take up social activities do so out of desire for companionship, and that goes for adults as well. The Welfare Council has published "The Mothers' Clubs in Settlements" study, which brings that out in a very interesting way.

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Leisure and Mental Hygiene

By GEORGE K. PRATT, M.D.
New York City Committee for Mental Hygiene
State Charities Aid Association

IN ITS ATTEMPT to answer the question, "What is it that people want from recreation and leisure time?" Mental Hygiene—and we are using the term here in its implication that it deals for the most part with perfectly average normal material instead of pathological—has, of course, no standardized answer. There is only one thing that does seem perfectly clear, and that is that the things people want from recreation and leisure are many, but not all of the people want the same thing. The result is that from the mental hygiene point of view, with its insistence upon the need for recognizing individual differences, we find that people who are interested or can be potentially made interested in recreation, have a variety of motives for it. Some of them, for example, want recreation and leisure time activities for purposes of change and relaxation pure and simple, or at least simple, if not pure. Some others of them want it for purposes of escape.

We are all of us familiar with the type of individual who must keep up a frantic sort of race with himself in order to keep his own difficulties from overtaking him. But I think the nearest that comes to a common denominator in a search for things that people want from recreation is that thing known as security. Now I am referring not to economic security here, although we recognize the tremendous importance of that. Rather I am thinking of emotional security.

Emotional Security

From the point of view of emotional security—and that term can be thought of as synonymous with mental health and good social adjustment. All of us need to convince ourselves that there are two things that we possess: First of all, a realization that we belong, that we belong in childhood to our families, later on to our schools, to our neighborhoods; still later, a realization that we belong to our communities and perhaps, if or when we achieve emotional maturity, a realization that we belong to society at large. But the feeling that we belong alone is not sufficient. The psychiatrist believes that there must be two other things added there. One of them is the realization that we are accepted by the group of which we happen to be a part, and the other is the realization that we are needed by that group.

Now, the second main ingredient in feeling emotionally secure is a realization that there is something in life that we can do to win legitimate recognition and success by means of our own efforts without having to depend for that recognition or success on the personal favoritism of someone else. And if any one of us, any human being has these two convictions, then he is emotionally secure and he can withstand in most instances the vicissitudes of unemployment, the tremendous grueling material suffering, the melancholia and depression that are inevitable. People, however, who are employed and for whom the present economic situation is not a great threat are likewise in need of being made emotionally secure.

With the increased use of leisure time in the future, more and more will the need for producing emotional security become important. And so it seems to me that the establishment of recreation programs—and I am using that now in its broad sense to include not only routine types of recreation but adult education, vocational re-education, and so forth—programs of recreation and activities for the use of leisure time should then, in my opinion, be based largely on the individual need of the person who is to utilize them. This means at the outset then that mass programs of recreation are likely to be less successful than programs which have been individualized, and in the process of individualization made humanized.

We find that people need all sorts of things in these recreational programs, and it is not well for us as leaders in recreation or in some of these other activities to impose our ideas of what the individual needs on him. It is an old adage in social work that a person will take from a case work interview those things that he needs, and I think the same thing is true with regard to educational opportunities. He will take those things that he needs and he will reject those that to him are unimportant.

We may find ourselves baffled and perhaps a bit irritated by the type of individual who will not easily mix in group games, but unless we are keen enough to make some sort of a personality study of that individual to see what group games mean to him or what his reluctance is really based on, if we dragoon him into them we are not serving the purposes of his mental health or his security.

The need, therefore, for individualized programs of recreation implies that there are human differences, individual differences in a great many things which must be taken into consideration if we are to meet the broad needs of a great many individuals. These individual differences which must be recognized include such things as differences in economic status, in social and cultural status, in personality, and so forth. I have seen many times, as I know you have, instances of theoretically very desirable and sound recreational programs falling perfectly flat because they have consisted of a type of activity that the individuals living in the particular neighborhood where that activity was centered were unable to use, largely because of economic, personal or social differences.

I have seen a recreation leader who was very much distressed by the fact that he couldn't get a certain group of people in his neighborhood to join in folk dancing. It turned out that the particular group happened to be a group of very shy, self-conscious individuals who simply could not, because of their own personality needs, bring themselves to this particular point of view. I can think of white-collar workers who are brought into recreational programs primarily designed for persons of more modest cultural and educational interests. I have also seen the reverse of that.

And so what I should like to suggest in closing is that in almost every other field of social work today the mental hygiene point of view has to some extent at least permeated the philosophies, the policies and the practices of most types of social agencies. It seems to me that organized recreation no less than these other types of social activities should recognize the need for some sensitization on the part of recreation personnel for dealing with the human factor.

Now it is a great temptation for all of us to forget the flesh and blood man or woman whom we are in our large activities trying to help, and yet our efforts are bound to fail to a great extent unless we do keep that recognition in mind. So I would like to suggest that perhaps as one outcome of these hearings here greater attention may be given to the sensitizing of professional personnel in the various fields of recreation in order that they may have a better understanding of human behavior, its sources, its motivations, in order that the potential values of recreation can be brought out to the utmost.

MISS FISHER: Dr. Pratt, I take it you would be very much in sympathy with any attempts to develop individual counciling with reference to leisure.

DR. PRATT: Yes, with this safeguard. Individual counciling, and I am expressing only my own personal opinion now, has been badly mauled and abused no less by its friends than by its enemies. There seems to be no professional field today that deals with human relationships but feels that by very virtue of that interest it is adequate to take on the task, the extraordinarily delicate and frequently dangerous task, of counciling or guiding another human being. So if you will allow me to safeguard that statement by saying yes, I thoroughly

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"A vigorous draining-off or even an explosion of nervous energy, from time to time, seems to be essential for thoroughly normal living. . . . When one is deprived of the opportunity to find legitimate release for accumulations of nervous energy through one's job, then wise social workers and the wise community in general will provide other outlets. . . . Communities will do well to make ample provision for organized group recreation (particularly activities in which whole groups participate, as contrasted with isolated participation by single individuals); concerts, which permit certain temperaments to discharge emotional feeling; pageants, spectacles of one sort or another—historical episodes, parades, boxing matches, and generous showings of movies."—Dr. Pratt, in *Morale.*

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The Place of Drama in Leisure Time Life

By MILTON SMITH
Teachers College
Columbia University

"Dramatic art is as all-embracing as life itself for it involves at times the practice of all the other arts and of all the other crafts. It is a sort of synthesis of other arts and crafts, and perhaps it is this fact which makes it so universally appealing."

As I UNDERSTAND the situation you are appointed to investigate the question of how the increased leisure, which we hope will be created under the NRA, may be used most pleasantly and profitably, and you wish me to attempt to tell you the place drama can play in one's leisure time life. This is at once a responsibility and a pleasure—a responsibility because I realize how difficult it is to present adequately such a subject; and a pleasure because the study and practice of drama, in my own life a leisurue time pursuit at first, has been for many years my vocation, and I have always found it, both as an avocation and a vocation, a fascinating and satisfying pursuit. I shall try to make the three or four important points that occur to me in connection with this subject, and then hope that your questions will enable me to complete the picture.

In the first place, we should probably start by recognizing the fact that in New York City there is already much activity that springs from drama. There are dozens, probably hundreds of groups engaged in this activity, most of which naturally takes the form of putting on plays. This work has become an accepted part of classroom practice in many schools, and in addition most schools have organizations which present plays publicly once or twice, or even more often, a year. Then there is much similar activity in connection with settlement houses, church clubs, young people's societies, boys' clubs, women's clubs and other like groups. Finally there are also in the city a number of so-called Little Theatres, or non-professional groups devoted to the production of plays. Some of these groups are more or less independent; some are connected with colleges and universities, and with Y.M.C.A.'s and Y.M.H.A.'s; and some are parts of the organization of workers in some of the trades, such as large department stores. Dramatic art is already being practiced as a leisure time pursuit in many places.

In view of this large volume of activity, you might reasonably ask if the market is not well enough supplied. But anyone working in this field would feel that such is not the case, and that it never can be until each person interested has been given an opportunity. There are doubtlessly thousands of people in the city who are interested, and thousands more who could easily be interested, who at present have no available outlet. Anyone connected with this sort of activity is constantly receiving requests for opportunities to participate in drama activities, and with additional leisure hours these requests are certain to multiply. Dramatic activity is so fundamentally grounded in human nature, and is so pleasant and fascinating, that after a person has once been a participant, the desire usually remains to continue the experience. Many persons are exposed to it in our schools, but when they stop going to school and go to work only in rare instances can they keep up their practice. They can show their interest only by attending professional productions, by going to movies, or by listening to radio drama, which of course they do in countless and increasing numbers.

The Most Democratic of Arts

And here I feel that I must point out that there is one important particular in which the art of the theatre differs from most other arts. Other arts may be practiced, if the desire is strong enough, in private by an individual. If you teach a child music or drawing, he can continue to be an intelligent practicing amateur all the rest of his life. He can play the piano, or sing, or sketch, or paint, or make baskets, all by himself. But dramatic art is different. No one person can practice it alone. No one can write a play, build scenery and costumes for it, act all the parts, and be his own audience. The art of the theatre is the most democratic and the most synthetic of the arts. It

demands a group, and it can be practiced only by those persons who are so fortunate as to find one. Therefore, to make its practice more wide spread, we must create more groups.

In general, the practice of dramatic art requires two specific things—a place in which to practice and a trained leader to teach the arts and skills demanded by play production. In order to increase the practice of it, therefore, your committee could help by finding places and supplying trained leaders. The places might be secured by making some sort of a survey to see what suitable rooms there are in church and parish houses, settlements, school buildings, meeting halls, recreation rooms in department stores and other similar organizations employing large numbers of people, and so forth. The leaders might be secured by using teachers and actors registered with the Emergency Work Bureau, or by calling for volunteers. Some system might easily be devised for the further training of these leaders through conferences and institutes in which they could be aided by lectures and by demonstrations.

Of these two requirements, the place and the leader, the leader is by far the more important. Mrs. Mabel Hobbs, Drama Consultant of the National Recreation Association, in "A Suggested Plan for Developing Amateur Drama in New York City," says: "When a drama activity fails, it is due in almost every case to lack of efficiency in the director. Any good director will not only do effective work with the group that is ready and anxious to play, but will also be able to awaken interest and open the way to many who have never considered drama as a possible activity for themselves." A good leader will gather a group around him and make a theatre, whatever may be the handicaps of the place in which he must work, but an inadequate leader will be unable to stimulate the group sufficiently even though he have at his disposal all the mechanical possibilities of a complete theatre. Any scheme, therefore, must start, and perhaps can end, with the finding and helping of real leaders in the field.

One of the reasons for the absolute necessity for trained and expert leaders is the complicity of dramatic art. The art of the theatre is wide and all-embracing. You must not conceive of dramatics as merely the learning of the lines of an author, and reciting them in character along with other actors. The art of the theatre, properly understood and practiced, involves such diversified activities as directing, acting, writing, designing, managing, carpentry, scene painting, sewing and dyeing, stage lighting, and so on. Dramatic art is, or so it seems to some of us, the art that covers the widest field. It is as all-embracing as life itself, for it involves at times the practice of all the other arts and all the other crafts. It is a sort of synthesis of other arts and crafts, and perhaps it is this fact that makes it so universally appealing. The mechanically-minded man, who in our civilization is doomed by chance to earn his living as a secretary or a clerk, might find in his dramatic group an outlet for his true inborn interests, in designing and building scenery, or in making and using electrical equipment. In the same way other persons will be able to find opportunities for using abilities normally smothered in their professions, and the clever leader will discover and develop unsuspected talents. Dramatic groups cannot consist of actors alone; they must also have other artists, carpenters, painters, electrical workers, seamstresses, etc. And under the clever and experienced leader the meeting place of the dramatic group will be not only a theatre but also a playground and a shop, a studio and a laboratory.

Values Involved

The possible values that might follow, if we could give an opportunity to every citizen of our city who is interested or who could be interested in dramatic art, are numerous, and, I hope, apparent. Obviously the study necessary for the actor leads to a greater understanding of other people. Recently I asked a well-known professional actor how he was able to make such a good entrance in the part he was playing, that of a fine, sensitive Jewish boy living in the slums. He told me that at first he had had great difficulty with it, but then he struck on the idea of re-creating the boy's immediate past, and as he stood in the wings each night waiting for his cue, he imagined himself at Goldman's Band Concert in the Park, then walking home through the various parts of the city to the decayed old house in which the boy lived. He had to understand the boy emotionally in order to play him. And really to be able to play one character besides ourself, to understand completely even one *fictitious* person, is a worth-while experience. The facetious suggestion of one editorial writer in the recent campaign that no citizen be allowed to vote who has not read Aristophanes' comedy of Athenian politics,

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Music As a Leisure Time Activity

By HAROLD BAUER
President of the National Friends of Music

LEISURE TIME has before this been imposed upon a people and has before this, been made the opportunity for the growth of an art.

The extent to which leisure is beneficial to human beings cannot possibly be overestimated. Real culture cannot progress, nor can true happiness be attained, unless the individual is able to devote a certain amount of time to pursuits outside of the daily routine of working for a livlihood. In a machine age where the mere mechanics of living absorb our energies, where we all wear the same kind of clothing, eat the same kind of food, read the same news at the same time, where we take our art as we take many of our sports and games, vicariously, watching others perform, it is a deplorable thing to have no leisure.

Self expression in some form of art seems to afford the only means whereby we can preserve individuality and independence.

I make my plea for music—music listened to, music studied, music composed and performed, as having a peculiar virtue to fill, above any other thing, with profit beyond calculation, the enlarged leisure which existing economic stress has brought to us, and which, unhappily, to many people means a time of enforced idleness. For music can give forgetfulness as well as joy. In its power to stimulate the imagination it can transmute trouble into something like detachment. Its appeal is equally to the head and to the heart. It is a humane occupation and a social activity in which there can be no loneliness. It has many forms which adapt themselves to all varieties of personalities. It has many techniques and as many or as few difficulties as desired.

Music in All Forms Available

Many adults who have studied music in their youth find that it has been crowded out of their lives. They can now bring it back, for now they need it. The opportunity is there, the approach is easy, and all that remains is to remove any barrier that may still exist and to let all know what steps to take to re-establish contact with the *most intimate of all arts*. It will be a magnificent thing, if, out of the frightful distress of unemployment, a change shall be brought about in our economic system whereby man may have leisure to search *within himself for an expression of what he craves*. In order to be ready to satisfy his need, we must not only devise new methods and opportunities, but we must give sufficient publicity to facilities already in operation.

These facilities now handled by existing agencies fall, it seems to me, into two main divisions. First, those in which the applicant listens and enjoys and learns, and second, those in which he participates. Under the first would come our splendid array of concerts, opera, church music, lectures, radio programs and the like. The second division, that in which the applicant himself participates, must be considered from two angles—that of group participation and that of individual participation. These divisions, of course, overlap, but in general we may say that under group participation would come such important opportunities as are offered by the People's Chorus, the Intercollegiate Musical Council handling the University Glee Clubs, the Folk Festival Council, and the work carried on in the different colleges, universities, settlements, and such organizations as the Y.W.C.A. This would also include the group work done in music schools and among private teachers.

"My many years of experience as a concert artist enables me to assert without hesitation that music is a fundamental desire of the American people and of the people of the City of New York. In my opinion any government group or group of leaders which fails to recognize this fact loses a great opportunity."

Music Schools

Under individual participation would come our important schools of music such as the Juilliard School of Music, the

Diller-Quaile School of Music, the David-Mannes Music School, and many others, which, together with the names of distinguished private teachers, it is impossible to list here. All of these schools are gradually coming to offer more and more for the adult who desires experience with an art.

But there is one group of schools which include both group and individual instruction, and must be separately mentioned, because for the last twenty or more years these schools have been dealing *primarily* with the subject under discussion. Their work is to reveal that something in music, which, through intimate and personal contact with it, will prove a source of inspiration, an awakening of curiosity toward beauty, and which will thus, for those who study, become an absorbing incentive for the use of leisure time. These schools have concerned themselves entirely with students of small financial means. They have made a close study of the needs of people who have had very little leisure time and they have learned how to give the most in terms of happiness in the smallest time and with the smallest equipment. In fact, they are experts in dealing with just the sort of thing which is sure to concern the state as the problem of leisure time develops. I refer to the Settlement and Community Music Schools of New York whose splendid work and experience has been further redistributed to the country at large through their national organization, the Music Division of the National Federation of Settlements. These music schools originated in the first place as a division of the settlement work. Since then, however, they have become so important that they have been completely detached from the other settlement activities and are working quite independently.

"The problem of adequately providing for increased leisure which has already reached formidable proportions, may prove the salvation of music . . . as well as the other fine arts. For leading citizens, moving to meet the increased leisure problem, are recognizing the importance of these arts and their fitness not only to entertain but still further to stimulate the seed of our national culture."—From the *Musical Digest*, December 1933.

It is significant that so important has become the trend of thought toward the problem of what is to be done with leisure time that several important organizations have made studies of the opportunities already existing which meet this need. Such publications as "Spend Your Time," compiled by Teachers' College, fits in and supplements information available at the New York Adult Education Council, the Bureau for the Advancement of Music, the National Music League, the National Recreation Association, the Music Division of the National Federation of Settlements and the Welfare Council.

The Unemployed Musician

The work of the State along the lines of music in its relief program has been a striking example of the change toward a broader outlook, not only in relief but in education as well. It has worked along two lines. First, it has offered an opportunity, through orchestral and band concerts, for unemployed musicians to be used in their own field, so that their abilities might be both preserved and developed. Second, unemployed teachers have been trained anew for fresh fields of activity, such as adult group teaching in class instruction on different instruments, and in general appreciation and group singing. Many teachers who have had a great deal of experience in the past in teaching are totally unfamiliar with the social and artistic problems that are brought about when they come to teach in groups. From June 1st to October 7th the State has provided work for 315 Union musicians who have given 382 concerts attended by more than 350,000 people. The Civic Orchestra continues to give weekly concerts in the Museum of Natural History in New York and the Brooklyn Museum of Art. The attendance at these concerts has grown from 50 people to capacity houses. Another interesting part of the educational plan being worked out by the State is quartet and recital concerts in ten branch libraries. In all this every effort is being made to keep out of the competitive field—the object being to stimulate and awaken a desire for further study which will react favorably upon the musical profession both in supplying pupils for teachers and in creating more intelligent audiences for concerts.

The Demand for Music Universal

This, then, is the situation as it exists. The child of today is the adult of tomorrow. We do much for our children; a definite plan should be evolved so that the enrichment in an art gained in childhood shall find an outlet and a further

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The New Leisure and the School

By HAROLD G. CAMPBELL, Ph.D.
Deputy and Associate Superintendent of Schools
New York City

With so much attention centered on the plight of the public school in the depression, Dr. Campbell's presentation is particularly timely as he tells of the school's new responsibilities and what it is attempting to do with a reduced budget to train for the use of leisure time.

IF PUBLIC EDUCATION is to prepare the coming generation for happy and successful living, it must consider carefully conditions of the society in which the next generation is to live. We are now in a new age, an age which requires new schools, schools which differ in their outlook and requirements as much as the new age differs from the old.

In the past our schools have been chiefly engaged in training youth largely for the work side of life, a program which was defensible, for the work side occupied most of life. With the new age, however, increasing the leisure side of life, it becomes necessary for the school to develop such attitudes, habits and skills as will leave the future citizen free to function successfully and happily in his leisure time as well as in his work time.

One thing that these hearings have brought out is the fact that it should not be our purpose to force people to enjoy themselves our way. Rather should we try to open up as many avenues for the profitable and happy use of leisure time as is possible, so that each individual may use his own leisure in a way in keeping with his desires and needs.

Professor Jacks, the eminent Oxford philosopher, states the problem as follows:

"I would help people to find and to choose wisely and at the same time to develop more ways of enjoying themselves. I think thus a vast increase in human happiness would be possible and that people would also become better citizens. Many of the leisure occupations now common in all classes—the rich and the poor—tend to the opposite direction. Nine-tenths of the present leisure is devoted to playing the fool. A system of education which trains a man for dealing with particular conditions but leaves him untrained for all others, trained for work of a special kind (such as salesmanship) but untrained for leisure, trained for employment but untrained for unemployment (whether voluntary or enforced) has utterly failed at the essential point—that of opening the way to life, liberty and the pursuit of happiness."

What Are the Schools Doing?

What are the schools doing today in their attempt to solve this problem? I speak chiefly of the work being done in our secondary schools because while all may not go to college, today practically all of our people obtain at least some training in our secondary schools. I believe that probably the most important work we are doing is the proper inculcation of health habits. We are striving to make our students health conscious. For what shall it profit them to be aware of the many opportunities for the intelligent use of leisure if the lack of health makes it impossible to grasp these opportunities? Health habits are rarely established during maturity. Unless matters of proper personal hygiene become positively habitual during adolescence, there is small chance of their establishment later on. It is our object to instill in each student the inclination for and the practice of some form of physical activity in which he may engage while in school and which he will also wish to continue after graduation. Hiking clubs, for example, are now established in practically all of our high schools since no more natural and beneficial exercise than walking has ever been developed. The youth in whom habits of health and exercise have been instilled has gone a long way in education for the use of leisure.

Out of the experiences of curricular and extracurricular activities the teachers of this country are making a conscious effort to develop in their pupils self-reliance. A recent study of the extracurricular activities of the forty-two New

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York City senior high schools shows that our pupils are engaging in one hundred and eight-six different forms of pupil activity outside of the requirements of the course of study. These include not only athletic activities, but literary, musical, vocational, social and all other activities in which pupils engage if their leisure is properly used. This extracurricular activity gives to our students a feeling of self-reliance which helps greatly in living what we have called "the abundant life."

The classroom itself, as most parents know, is entirely different from the classroom of a generation ago. Our advances in child study and the more friendly and cooperative feeling between teacher and pupil have brought about a condition whereby our pupils now feel free to give expression to their inmost thoughts in both speech and writing. The result is that our schools are turning out more creative writers than ever before. It is not an unusual thing today for a high school to publish at intervals a creditable volume of the verse of the students and every year at least one beautifully printed magazine of student prose. The youth who has learned the intense personal satisfaction which comes from the creation of something worth while, will find little difficulty later on in using leisure intelligently.

Our literature classes are no longer dissecting laboratories in which amateurs painfully tear, limb from limb, the beautiful works of literary geniuses. Rather are they classes in which an effort is made to see the beauties of fine thoughts clothed in beautiful speech. The alert English teacher today considers himself a failure if he has not given his pupils the desire to travel the broad avenues of sweetness and light which are reached through the pages of good books.

All of our schools have as a requirement a considerable acquaintance with the social sciences. We strive to develop in each a civic consciousness so that the intelligent use of leisure will include the realization of duties and obligations as well as of rights and privileges. Formerly, our civics teaching was a purely formalistic matter, too frequently in strict memoriter fashion. Now we are more interested in bringing to the youth a realization of the functions of government and the duties of the individual in his relations to it.

"There is one thing the community must understand: if the community wants this education, if it wants the community centers and other things which, we have been hearing at these centers make for education for leisure, then the community must pay for them."

Developing the Emotional Side

More and more are our schools attempting to develop the emotional side of our students—that side which is bound to have an important bearing on the method in which leisure is used. In many of our schools today, for example, we are getting away from the "old line" courses in drawing. Not a few of you will recall the torture which you underwent in high school in the last generation, in the so-called drawing classes. We realize today that not every pupil can become an artist. We believe, however, that every pupil may be taught to appreciate the creations of great artists. We feel, in New York City, that the course in art appreciation which we give to every one of our two hundred thousand high school students is one of the great advances we have made. We are not forgetting the exceptional boy or girl who has artistic talent, and we are making provision for the development of that talent. We think, however, that we are doing much for the great army of young men and women who will go forth from our schools and will be able and willing to enjoy a good picture, a fine piece of architecture, an attractive gown, an artistically furnished room or a fine example of printing.

Similar courses are being conducted in music. Rather than putting the effort on producing a Caruso or a Hoffman, we desire to give to the thousands an appreciation of the work of all great musicians. What more satisfying use of leisure could be made than the ability to enjoy fine creative work in all fields? Education in America realizes, however, that training must be given in youth if this enjoyment is to be possible.

A proper training of youth along the lines that I have indicated will do much to solve the problem of how our future men and women will use the increased leisure of the new age. I will call your attention to the fact that many of these matters which have found their way into our schools during the past generation are what are called in many quarters the "fads and frills" of education. The studies of this committee have brought out, I think, that far from being fads and frills, these studies must be the fundamentals in any educational program which is to prepare the children for life in the new age.

Dr. Campbell answered a number of questions about the

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Parks and Leisure Time

By JOHN E. SHEEHY
Commissioner of Parks
Borough of Manhattan

ONE OF THE great problems which any park commissioner must face today is the need and demand for additional recreational facilities. For years the authorities have thought of play and recreation only in terms of children's playgrounds. However, during the past few years, and particularly at this time, under the NRA we must give our attention to *adult* play.

The play of the child is instinctive. While it should be directed and supervised and good play habits formed, the recreation of our adults should merely be guided along the proper lines. Recreation programs should be suggested and facilities provided with the assignment of directors to officiate at games or properly to regulate the use of the recreation area for the benefit of all.

This brings me to the subject of the desires and play interests of our adults. These vary according to the individual, but we have found that many like baseball, football, soccer, tennis, handball, field hockey, roller-skating, concerts, horseshoe pitching, dramatics, reading. Some people like to participate in the athletic and physical activities, while others like to watch. The Bureau of Recreation of the Department of Parks has conducted activities such as ice skating championships and roller-skating championships which thousands came to watch, and approximately one thousand actually took part in the races. During the past summer the National Public Parks Tennis Championships took place in Central Park, drawing a total attendance of twenty-five thousand persons during the week. These special activities, therefore, not only provide active participation, but provide amusement in a wholesome environment to thousands.

The ideal thing, of course, is to get active participation by all, but that is impossible. So great is the demand for the use of our facilities that we must refuse in great numbers the various requests for recreational opportunities. If many of the large play facilities were brilliantly lighted at night, we could increase the use of the facilities and thousands more would have an opportunity which they have not at the present time. If a man wishes to play handball why should there not be several public handball courts within walking distance of his home? If a young girl wishes to play tennis, why should she have to wait in line for one or two hours before her turn comes to play? If a team or a club wishes to play basketball, why should we not provide the area? Many basketball teams in this great city of ours have not an opportunity to play at the present time, because of lack of facilities. On the Island of Manhattan there are only nine municipal public gymnasiums. These are under the supervision of the Department of Parks. Locations could be found in our smaller parks and playgrounds or on newly acquired areas for at least twenty-five additional field houses with gymnasiums, club rooms, swimming pools and pool tables. Some of our playgrounds should be redesigned to meet the needs of the time. More wading pools are needed, constructed in such a way that they can be used for wading by children during the summer months, and for ice skating by adults and children during the winter months.

New York is a seaport city, practically surrounded by water and the opportunities for ocean, bay and river parks, with bathing privileges, *water sports and anchorage facilities for small pleasure boats*, and this fact should no longer be neglected. The waters of our bays and rivers will not always be contaminated as at present, and thought should be given to the future and provision made for proper development of our natural advantages.

The thirty-four acres filled in at the old reservoir site in Central Park are being developed with a children's playground, ball fields, running track, field house, croquet grounds, horseshoe pitching courts, and a bowling green. Activities for all age groups will be accommodated here. This should also be the plan in the development of the North Meadow, Central Park.

The plan for the development of Riverside Drive includes forty-four additional tennis courts, three field houses, a swimming pool, a boat basin, five children's playgrounds, several large play

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The Extension of the Work of Settlements to the Public Service

By MARY K. SIMKHOVITCH
Head Worker
Greenwich House

> **"The advantage of private organizations like the settlements is the freedom to experiment which characterizes them. But the advantage of the public centers is the widening of the opportunities offered. Probably both will be needed for some time to come."**

THE FIRST OBJECT of the settlement is to organize local interest and activity, bringing out the resources of the neighborhood, making the neighborhood, in fact, voice its own demands and secure the satisfaction of its own needs. The second object is to furnish to the neighborhood those services not already available through other public or private agencies, especially those that are experimental in character, from which may be learned what works and what does not, and what should be more widely available. The third object is to arouse public sentiment in the hope of gaining greater economic security for the masses of the population.

The first object may be attained by other similar groups—by community councils, by local improvement societies and by neighborhood organizations of many kinds. The advantage the settlement affords in this field of community organization is that it presents continuity of effort. There is a vast amount of change of personnel in most undertakings in New York. The settlements as a whole have shown a persistent effort which can be relied upon for continuity in neighborhood organization, while others come and go. Nevertheless, it is not probable that settlements and neighborhood houses will be able in any thoroughgoing way to cover all the neighborhoods of the greater city. Indeed, the settlements have always urged upon localities self-organization in school buildings. At one time, in the neighborhood which I know best, there were three such active school centers which aroused a fine local response. The activities, however, were largely those which were already popular or easily understood. Dancing, discussion of current events and athletics were the activities especially enjoyed. The experience gained in management was one of the best features of these centers.

But these public community centers in different sections of New York vary greatly. Interest dies and then revives. The school buildings are often not attractive as social centers. The very fact that people go to school in the buildings is often a drawback. Indeed, there is nothing especially sacred or foreordained about a school building as a social center. A library is as good, if there is space enough. The great advantage the school building has is that there is space for all kinds of after-school gatherings, and that taxpayers might as well use their property to capacity. The practice at present is to charge organizations desiring to use the school buildings for custodial care at fixed rates. The expense of opening an entire building is considerable, but of course it is not as expensive as would be the construction of new buildings with private money.

The success of these school centers depends very largely upon the initiative and skill of its director. Mr. Gibney, who has charge of the extra-academic centers of the New York Department of Education, several years ago included in his budget, as an experiment, provision for four community organizers whose business it would be to inform the localities of their opportunity for self-expression and to organize groups for the social use of school buildings. This item was cut out as an unnecessary frill. But this movement will never be a success until it ceases to be regarded as a step child, and is respected enough to command a continuous and skilled leadership. Enlightened public opinion in this city could be developed by this means more quickly, more cheaply and more effectively than by any other means I know, provided the qualifications for leadership were adequate.

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Leisure and Creative Art

By MABEL LESLIE
Director, Art Workshop
New York City

SURROUNDED largely by commercial recreation and mass education, it is more than ordinarily difficult for the individual man and woman to use leisure in other than mass ways. And yet it seems to me that the very essence of wisely used leisure should be the building up of the self-confidence of the individual, of his ability, of his alertness, in contra-distinction to his participation in mass activity in his working life. To this end I suggest providing greater educational opportunity for sharing actively in the creative arts.

Miss Leslie spoke from the point of view of the private organization supported by private contributions and possibly small fees, rather than from the viewpoint of public movements and agencies for the use of leisure time.

Adult and workers' education has concerned itself in the main with the practical or academic side of life. Although workers have used some of their leisure time for education, education for leisure time pursuits as such is comparatively modern. For those who have not the means nor the desire for mechanical assistance in the spending of leisure time, adult education has offered courses including economics, history, science, geography, and mathematics. Almost never outside of sport has education offered the worker an opportunity for creative play. Adult education has to a large extent followed the mechanical bent of the "movies" and has "played upon" the student with the old and reliable lecture method.

Within the last few years a number of social organizations have included the arts in their program with various objectives. The organization with which I am associated—the Art Workshop of the Rivington Neighborhood Association—is experimenting with the creative arts for leisure time. The Art Workshop seeks to provide opportunity for individual creative effort in clay modeling, painting and design, the theatre arts and creative writing. The Workshop is not a school but what its name implies—a workshop—and little effort has been made at any orderly building up of the background of the arts. Individual projects are conceived and carried on in groups. Professional teachers are used in each group. I give time to the Art Workshop experiment because it is the sort of thing that I wish most earnestly to bring to the attention of the Committee.

The Workshop enrolls women only. Students come from almost every walk of life. Their reasons for coming can be generally summed up in typical expressions: "I have always thought that I would like to model—just for my own satisfaction. Would it be too difficult working only one evening a week?" "I want to know something about the theatre, not by reading books but by learning about acting," and so on. The Workshop officers reply that it is not silly; that it is not too difficult; and that one can learn without the reading of numbers of technical books; that in fact workers can enjoy the arts creatively without being painters or sculptors, actors or writers. The Workshop puts the emphasis on individual initiative and good workmanship for the satisfaction it may bring to the student. It brings not only the satisfaction of creating the whole of a thing, which workers so rarely do in their business and working lives, there is the greater satisfaction of an understanding and appreciation of the arts encountered in every day life.

All of this is another way of saying that beauty can be brought into workers' lives in a natural, useful way and in contrast to the drab monotony of every day activities. The beauty of creation can give the spiritual food needed. It can re-cre-

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The Leisure Time Services of the Jewish Community Center

By Judge IRVING LEHMAN
President
National Jewish Welfare Board

THE ORGANIZATIONS which I, as president of the National Jewish Welfare Board, have the honor of representing before this committee, are among the many thousands of voluntary organizations which engage in recreational activities. Their voluntary character is of a special significance. The men and women, boys and girls who constitute the members and the participants of associations, settlement houses, community centers and kindred organizations, come to them freely and spontaneously. These voluntary organizations, which it is convenient to term "centers," attest the truth of the ancient doctrine, "Not by bread alone does man live." The primary drive prompting participation in center activities is an expression of the need in each of us for human fellowship. They demonstrate the potentiality of that fellowship to enhance individual happiness and social helpfulness.

Never before and nowhere else has the need for fellowship and friendship been so insistent as now, and in a metropolis like New York. We no longer work in the easy, conversational and free atmosphere of a simpler economic order. The work process affords most of us practically no opportunity for cultivating friendship. Our living conditions present the same difficulties. The occupants of an apartment house in a crowded urban section cannot know one another as do villagers.

Our centers are constantly bringing together large numbers of people whom work, living and other social conditions would otherwise keep apart. The attendance, for instance, at an East Side institution last year exceeded a million; in an upper Manhattan institution a quarter of a million; in a Brooklyn institution three-quarters of a million, and in a Bronx institution a half a million.

The structures, the budgets and the programs of these centers are all expressions of the voluntary spirit. People have taxed themselves to erect buildings. Through membership fees and contributions they meet a substantial part of the cost of operation. The members are constantly providing the ideas that dictate center programs. Out of their ranks come literally thousands of volunteers, assistants, supplementing the professional social workers and teachers. These volunteers serve on boards, committees, house councils; lead clubs and Scout troops; teach religious schools; supervise libraries; coach plays and teams; referee games, etc. The center is thus an important tool in the American democratic experiment, aiming at self-government and self-help.

From a broad social viewpoint, the changes that take place in the interests and attitudes of center members are of the greatest significance and emphasize the importance of these leisure time agencies. From play in the narrow sense of fun making they proceed into the more enriching experiences of re-creation in a very broad sense. They find themselves enjoying various elements of the center program, which has become a very complicated pattern, including social, educational, artistic and health promoting elements. The members proceed to take part in these activities, frequently at the suggestion of and under the guidance of trained workers, who constitute the professional body of center executives.

What do center participants do? A few illustrations may serve our immediate purpose. Our national and regional organizations are constantly called upon for arrangements for lectures and concerts, and for the celebration of religious and civic holidays. The auditoria of these centers are used to the maximum for these mass cultural

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activities. The subjects of the lectures deal with fundamental interests of life, whether philosophic, economic, scientific, or literary. They are usually followed by stimulating and thought-provoking discussions. Thus, one of the many open forums conducted by centers has a weekly attendance of 700. That public taste has become more refined can be seen from the demands for better music in the concerts and in the appreciation of art exhibits.

The participation of members in such activities, not merely as auditors or spectators, is of the utmost educational value. Dealing with large numbers, our centers naturally utilize the mass plan of activities. The individual, however, has the freest opportunity for having his personality recognized and for making himself felt in a social situation in the small group or club. All of our institutions promote self-governing and properly supervised clubs. Last year there were in operation in the Metropolitan League more than one thousand such clubs. These reveal talents and bring leadership to the fore. There are now serving as members of Boards of Directors and in other important communal enterprises men and women who received their early social training in community center clubs. Recruiting and training volunteers is a continuous function of these centers and their regional and national headquarters.

For intensive educational development they are to be found in the music schools as members of the orchestra, singing societies, and the music classes. They attend cultural, vocational, domestic science, and Americanization classes. Our leisure time programs are opening the way for the exercise of the creative capacities of many people who ordinarily would find no outlet or encouragement in our system of large scale production and mechanical division of labor. The art classes, the crafts shops, and the Little Theatre promoting the production of good plays, mean much more to the individuals concerned and will mean more and more to our civilization.

The maintenance of physical health and mental poise being of paramount importance in this hectic, noisy and strenuous civilization, the health and physical educational departments occupy a central place in the center program. Adults are making increasing use of gymnasia, swimming pools and handball courts. These activities are directed by instructors and are preceded by physical examinations. Men and women are taught how to take care of their bodies and to play together in a sportsmanlike manner.

In summer the hot and dusty city has decided limitations for health work. Camping for adults as well as for children is the modern way out. Twenty-three camps, with a capacity for 2500 children and adults at one time, are conducted by Jewish institutions in the New York area. One of the most interesting developments in the field of recreation is the home camp which is indicating a way of meeting the recreational needs during the summer for those unable to leave the city.

One need but spend an hour or two in a center to see how the program brings adults and young people together. The old and the young mingle freely in services, lectures, class and game rooms. The Jewish center is co-educational and seeks to serve the family on a family basis. I venture to submit that in any sound program for leisure time activities we must keep the ideal of the family steadily before us. Work does not bring father and son, mother and daughter together, but play can and should. That is why I have not restricted this description of the Jewish center program to its adult elements. It is our view that we are dealing here with nothing less important than human personality. Personality is unified and, to be healthy, must be whole. Recreation cannot be separated from work in its effects upon the individual. Whatever we do, whether in work or play, influences us, and if we are to play wholesomely as grown-ups, we must learn to be wholesome in our play as children.

"The person who uses leisure time advantageously exerts certain controls on himself and on his associates. The person who participates wisely in leisure time activities is likely to be possessed of good mental health as well as good physical health. And the person who is master of himself in leisure has mastered one important phase of the development of his personality. We might contend that to master one's leisure time is to be truly educated."—*John A. Kinneman*, in *The Journal of Health and Physical Education*, December 1933.

There is a community-wide significance to Jewish center work to which I should like briefly to refer. The spirit of mutual understanding and good will that prevails among racial and religious groups in New York City has helped to make this great metropolis an outstanding community and justifies our hope in American democracy. The

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Leisure Time Opportunities for Young People

As they are provided by the Young Women's and Young Men's Christian Associations of the City of New York

Activities for Women

By MARGARET WEBSTER
General Secretary
Y. W. C. A. of the City of New York

"To put the problem briefly, there must be "high-brow" and "low-brow" and "in-between" activities, and opportunities should be offered in both academic and popular form."

THE USE OF LEISURE TIME is purely an individual matter, dependent upon individual choices. Few persons really have a plan for their leisure time; its use seems to be, for the most part, on a purely opportunistic basis. This may be due to the fact that all the rest of their time is planned and controlled by external circumstances, and the very natural reaction is to covet hours when they do not have to do anything. There is a good deal to be said, too, for this point of view, in days when pressures are so intense and manifold and insistent; and undoubtedly real values are achieved even from vacuous leisure. However, it could hardly be said that such would be the *best* use to make of one's free time.

This casual attitude toward leisure is largely the result of early training. Somehow the same attitude toward the wise use of time that many of us have had dinned into us regarding the wise use of money should be engendered in the very young. Could not the importance of beginning this training early be further urged upon the schools and upon the family, and a program be devised which would have as its specific objective helping the young person to choose his free time occupations constructively and with some sort of aim? Certainly if the community has leisure-time facilities to "sell" it should do more to build up a larger group of "consumers."

Objectives

There are many objectives to be achieved through the use of leisure, and these vary with the individual. They fall, however, into a few classifications which are probably quite general. They are:

1. Relaxation and release
2. Social enjoyment
3. Personal development
4. Occupational advancement
5. Health
6. Service to the community

It is important to keep in mind what individual persons may be seeking when they choose the way they will spend their few precious hours of free time. There are certain determining or limiting factors to be considered which affect very largely the individual selections that are made: the social status, which has certain standards and vogues; the educational and family background, which has developed certain interests and established certain habits; the age; the economic status, which limits choice; physical energy, which controls largely what may be done, regardless of desires and ambitions; and, in a very large city, the distances which have to be covered, and the time consumed getting places.

For these reasons no leisure-time program can be adequate unless it is extended to include all possible types of interest or leisure-time activity which might aid in the achievement of each objective, and unless it makes all these interests and activities available in graded form to meet the differing requirements of individuals and at costs which will not be prohibitive.

Few people seem to think the resources of this city are not adequate. They appear to be limit-

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less, especially along cultural lines. I question, however, whether the outdoor facilities in a very large city can ever be entirely satisfactory. Unquestionably there should be more playgrounds, more parks and open spaces, more tennis courts, more volley ball courts and more golf courses available at moderate cost. The desire to ride horseback and to play golf is not confined only to persons who can afford what the city now offers.

Many of the leisure-time opportunities in New York City are lost because they are known to so few. Something should certainly be done to acquaint people with what is here. I would like to suggest that a really adequate directory be assembled of the leisure-time facilities of Greater New York. Several small attempts have been made in this direction, but so far as I know nothing in any way comprehensive has yet been compiled. Some of the newspapers, especially *The Daily News*, *The New York Times* and *The Brooklyn Eagle*, with whose services I am familiar, maintain excellent information bureaus. Could not the machinery already set up be utilized to furnish a much more extensive and detailed service? Special supplements might well be published by these papers, with material organized from the standpoint of the interests of people, and variously classified as to cost, location, hour, etc. I can think of no other single thing which would be so valuable. It would be informational to those seeking specific facilities; it would be suggestive and stimulating to those who are looking for ways to spend their free time.

In the Early Days of the Y. W. C. A.

The Y.W.C.A.'s of New York and Brooklyn are particularly interested in young women and the opportunities and stimulation which they need for enriching their experience and equipping them for fuller and happier living. The Y.W.C.A. was founded for this very purpose, and every year of its more than sixty years' existence in this city it has adapted itself to the changing needs of young people and to preparing them for the broadening fields of opportunity opening to them. With its hand on the pulse of the times, the association inaugurated classes to prepare young women for their new chance in the business world; it was the first organization to offer instruction in stenography and typewriting to women, and it has consistently kept its position in the vanguard of vocational training. It has lived with young women through the years of shortening working hours and lengthening leisure hours. Its program has been set to fit the needs and desires they expressed. In the early days, in addition to offering them training for the few occupations then open to women, the Y.W.C.A. was principally concerned with their social, cultural and physical well-being. The 1872 annual report stated that there were in New York "200,000 women patiently struggling for a livelihood, working for wages one-third those of men while their necessary expenditures were one-third more than those of men; that their twelve to fourteen hours a day of work exhausted their feeble frames, and that they could not safely mingle in general society with the same freedom as men." Ten years later when physical training for women was first introduced, the Y.W.C.A. incorporated it into its program. To quote again, "Great care is taken that the women have the proper amount of exercise, which consists of light calisthenics, accompanied by the piano. . . . . The classes are of the greatest benefit to the women who all day have bent over desks and sewing machines; for they come to class pale, tired and drooping, to leave with rosy cheeks, rested limbs and erect shoulders!"

Today's Service

Today the Y.W.C.A.'s in New York and Brooklyn have twenty-five centers in the Boroughs of Manhattan, the Bronx and Brooklyn. Twelve of these are for activities; two being for Negro young women and two for girls of foreign nationality; thirteen are housing units which also have program features. Besides these, five summer camps and one year-round vacation lodge are operated by the two associations.

The resources of its buildings and the leadership of the Y.W.C.A. are at the service of the community in the interests of young women of all nationalities, races and religious faiths. Its program and organization are flexible; it can undertake new enterprises; it can try experiments; there is no limit, except the financial limit, to the program which it can offer. The Y.W.C.A. and the Y.M.C.A. are among the very few institutions in the city whose programs comprehend the complete range of leisure-time objectives, and recognize the fact that all groups of young people want all types of leisure-time activity at varying prices and in different localities.

Two interesting projects are now going on under the Brooklyn Y.W.C.A. One is a five-week course for the Association's lay and pro-

fessional leaders, designed to acquaint them with the underlying philosophy for the use of leisure-time. The other is a training course planned to meet the community need for leadership in leisure-time activities, which is to demonstrate the use of dramatics, music handcrafts and sports, both indoor and outdoor. Expert teachers in these fields are giving the course.

As a result of the New York Y.W.C.A.'s enterprise, the city now has a craft center. This was established last year by the Y.W.C.A. in cooperation with the New York Society of Craftsmen, after it had been ascertained that no center such as was contemplated already existed. It is a workshop where one may learn, or work independently in modeling, painting, etching, block-print pottery, wood-carving, textiles, metalry and jewelry. It is open to all persons. Last year 226 students were enrolled and they represented fifty-six different wage-earning occupations. At present the students range in age from 16 to 83; they are both men and women. In the shop will be found an accountant at the etching table, a housewife pounding a metal bowl, stenographers who prefer the jewelry bench to the movies; a mother who likes metals and enamels better than bridge; a doctor who finds relaxation in etching; an office manager who paints; a hair-dresser who carves wood, and many teachers who seek further and better knowledge of the crafts.

In closing, may I emphasize the great importance of the attitude of *youth* toward leisure. Opportunities may be offered them, but they must make their own choices. Freedom to choose is essential. Any attempt to control leisure or to regiment it, robs it of its potential power. If it is true that "Life goes the way that youth finally takes," then our responsibility is to spread before young people every opportunity possible, and then leave them to choose what, we hope, may bring stimulation to their minds and enlargement to their souls.

Asked whether she felt private resources could in the future, to the extent to which they had in the past, provide programs when public resources may conceivably furnish adequate facilities, Miss Webster said: "I think no organization should continue any type of program without investigating other resources in the community and having very good reasons for continuing. I often think a number of things seem to be duplications because they are called by the same names, whereas actually they are not duplications if they are thought of in more complete terms."

Miss Webster stated there has been an increasing demand for recreational opportunities which young men and young women might enjoy together. It is believed to be extremely important to provide these opportunities, and the Y.W.C.A. and Y.M.C.A. in the city are working in close cooperation. There is a council of young people representing the different Y.M.C.A. and Y.W.C.A. centers which plans a very comprehensive social and educational program for the young people of both organizations.

Activities for Men

By CLEVELAND E. DODGE
President
Y. M. C. A., New York City

TO MAKE a complete tour of the Young Men's Christian Association centers in New York and Brooklyn would require several days and would take one to many parts of the city. The five boroughs are served by two organizations. The Y.M.C.A. of the City of New York with fourteen branches having special responsibility in Manhattan, Bronx and Richmond; the Brooklyn and Queens Y.M.C.A. with seventeen branches operating in these two boroughs. This report relates to both organizations having served during the past year a total of 61,000 men and boy members.

With the aid of special gifts from friends both Associations have recently been surveyed at considerable cost, and as a result are more and more individualizing the membership service as evidenced by the increased emphasis on individual guidance.

In a tour of these centers devoted primarily to a happy combination of youth, free time and character, one finds a daily attendance of approximately 40,000 men and boys enjoying the use of twenty-two modern club buildings in which citizens have invested some $21,000,000. Our tour might include visits to twenty-eight gymnasiums where young manhood is maintaining physical fitness through enjoyable recreation under trained leadership. One could see in nineteen swimming pools the wholesome thrill which young men ex-

perience in aquatic sports in clear, clean water. On seventy-five handball courts one could view perspiring youth in joyous competition.

Our tour might inform us of ambitious young men seeking mental alertness needed for successful achievement as they improve their free time by study at Y.M.C.A. schools consolidatd at the West Side, Brooklyn Central and Bedford Branches. Or one might be surprised at the greatly increased use of spare time in informal educational activities such as discussion groups, forums, and debating societies. Here keenly alert young men with the guidance of sympathetic council discuss how to meet the perplexing problems of the present era.

As our tour progresses one becomes impressed with the great needs of metropolitan young men for congenial society, self-expression in social events, and especially those participated in by both young men and women. Stopping in any one of these twenty-nine Y.M.C.A. branches, one finds plenty of evidence of chances provided for satisfying social hunger through dances, bridge parties, chess tournaments; through cultural pastimes such as Glee Clubs, orchestras, amateur dramatics; through hobbies, including modeling, painting, photography, metal work and a wide variety of others. In going the rounds one could look into 5,377 sleeping rooms designed to provide comfortable and pleasant living accommodations for those away from home. Then there are eating places for the convenience of these and other members.

In our travels one might visit the nine general branches of the Y.M.C.A. serving mostly employed young men in all kinds of vocations. One might view with pride two large branches devoted to the welfare of Negro young men and boys, centers of culture and civic leadership in their respective communities. Three Associations offer facilties primarily to employees of railroads and affiliated companies. Five minister to the leisure needs of enlisted men of the Army, Navy, Marines and Coast Guard. Two devote themselves exclusively to men and boys who "go down to the sea in ships."

With an undergraduate population of approximately 100,000, thirteen centers of the Intercollegiate Y. M. C. A. on various campuses devote their attention to student life. The Bowery Y.M. C.A. has a constructive method of dealing with unemployed and destitute men and provides a splendid social and recreational program for such leisure as these men have, and a chance to work their way back to independence and self respect. One Y.M.C.A. specializes on work with factory employees in Long Island City. How young men from other communities spend their first days in the metropolis often makes considerable difference respecting their futures. Consequently, William Sloane House has been dedicated to a hospitable welcome for transient young men.

The Y.M.C.A. has developed a non-equipment form of leisure time service to youth which finds expression in one branch serving youth in the financial district, another in the area just south of Harlem and a third in Brooklyn. Our tourist would find at nineteen Y.M.C.A. branches organized departments for meeting the leisure needs of younger boys a most vital factor. To watch these lively coming Americans is enough to thrill any citizen interested in our future civilization.

Our trip has indicated something of the physical equipment and program resources provided by these Y.M.C.A.'s. It has been noted that many of the young people are enjoying themselves in groups. In this connection it might be mentioned that in October 1933 there was a total attendance in such Y.M.C.A. directed group events of nearly 240,000. Many young men, however, prefer individual activities. The individual uses of the Y.M.C.A. facilities during this same month totaled over 500,000.

Our tour would reveal the large use of Y.M. C.A. facilities by other agencies. This represents a large contribution to the community respecting leisure time of youth. One would have to travel many miles outside of the metropolis to reach all five of the well-equipped camps for boys and young men operated by these Y.M.C.A.'s, where vacation leisure is made attractive and beneficial. Furthermore, there is a decided increase in the number of outdoor activities which the Y.M.C.A. conducts such as week-end outings, hiking trips, educational trips and athletic sports.

The genius of this organization has grown out of the happy combination of devotion by both laymen and professional workers. On our tour one would find an employed staff of 210 people especially trained to cooperate with young men in working out their spare time activities. Cooperating actively with them would be found 650 citizens on boards of directors and boards of managers and trustees, and more than 4,500 laymen

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The Catholic Church and Leisure Time

Leisure Time Activities of Catholic Agencies

By VICTOR F. RIDDER
President
State Board of Sociol Welfare

AT THE OPENING session of the National Conference of Catholic Charities recently held in New York, the Conference President, Monsignor Keegan, in the opening address said: "In our present stage of civilization, the great masses of our people should own enough of this world's goods to give then a real foot-hold on the earth. Able-bodied, willing men should be assured of steady work under healthful working conditions and should receive for it a wage sufficient to support their families, and in addition, a modest competence for the exigencies of life and for the inheritance of their children. *Home life should be lived in healthful surroundings with opportunities for proper recreation, for social life, and for the fulfilment of man's duties to God.* Finally, family life should enjoy a security which will permit it to be a haven of love and a proper place in which to rear children."

"We should do everything possible to have our people participate actively and intelligently in programs of public welfare. It is a mistake to assume that public welfare should be separated from the people. They should participate in it with understanding and enthusiasm because it belongs to them."—From *Charter of Catholic Charities.*

I am happy to assure you that we are most hopeful that behind the compelling force of this committee a set of commendable objectives can be outlined and a machinery devised that will bring about their accomplishment.

You may be interested to know that one section of the National Conference of Catholic Charities termed a Committee on Neighborhood and Community Activities deliberated at length on how the Catholic Church, through its institutions, could make more effective the proper utilization of leisure time. Some of the points stressed in these deliberations seem to me possible of achievement here in New York and could be effected immediately through either the federal, state, or city forces now organized. It was agreed that greater opportunity must be afforded for the participation in physical and social activities and as well in cultural activities either as a part of a recreational program or educational one. Some of the means suggested include the following:

1. Enlistment of unemployed professional people to instruct in their chosen professions.
2. Selection and assignment of trained leaders for directing programs of all types concerned with the constructive utilization of leisure time. Where a sufficient number of trained leaders are not available, selections should be made from the rank of the unemployed and proper training provided.
3. The placement of trained leaders with the various social agencies.
4. Utilization of public buildings for leisure time activities.

The history and tradition of the Catholic Church from its very foundation, and in all countries, have favored the principle of a sound mind in a sound body, and to attain this objective it has favored and promoted myriad activities devoted to this purpose. The interest of our Church in the field of literature, music, painting, sculpture and dramatics is well known. It is proud of its accomplishments in these fields and continues today to promote in every possible way these cultural activities. Many games, plays, festivals and pageantry of today owe their origin to celebrations arranged in honor of feast days of the Church.

In our own Archdiocese of New York, His Eminence, Cardinal Hayes, has been well aware of the past history of the Church in endeavoring to support all constructive devices for the proper utilization of leisure time, and has not only commended enjoyable pursuits with due safeguards but has built an extensive program for just this purpose.

To enumerate all the activities of the Catholic agencies in the Archdiocese organized for the benefit of young men and young boys, young women and young girls, would be perhaps a needless repetition of well known facts. It will suf-

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fice to name but some of them in order that you may realize the scope of this program and evaluate the interest of the Church in this work:

Catholic Boys' Brigade (24 branches)
Catholic Boys' Clubs (6 branches)
Carroll Club
Catholic Young Women's Club
Associated Catholic Camps (14 camps)
Summer Homes (7 homes)
Catholic Settlements (9 settlements)
Boy Scouts (72 troops)
Girl Scouts (104 troops)

These agencies I have mentioned are annually providing proper recreation for 19,145 boys and young men and 16,660 young girls and young women a number which could be easily expanded without straining our facilities. In addition, there are many clubs and organizations of different types connected with our churches in the Archdiocese and their schools.

A centralized coordinating office is available for all these agencies through the Division of Social Action of Catholic Charities. During this continued depression, when this balance between mental and physical strain and mental and physical relaxation should be better adjusted, the lack of proper financial resources has caused a serious plight for most of these agencies. Realizing the importance of their continued existence as daily examples in countless number revealed, these agencies have struggled on. The contact through the central office of Catholic Charities with the Gibson Committee brought about the assignment of 135 workers, employed on a made-work basis, and these were distributed to the various agencies. It made a most valuable contribution and kept the work going unabated.

It meant keeping the buildings open the whole day to serve the unemployed; it meant the promotion of activities such as dramatics, music, boxing, wrestling, etc., for all classes that otherwise would have been denied. It meant extending activities to densely populated streets set aside for play for groups somewhat removed by distance from a recreation center. Other employees so assigned studied the possibility of extending this type of work through our various parishes in which there are usually halls or other buildings and equipment available for leisure-time pursuits. There have been compiled and issued in mimeographed form thirty-four pages of material describing the great wealth of recreational activities available free or at low cost within and near the city.

Since the Gibson Committee ceased its activities—and this resulted in the withdrawal of this supplementary assistance—the codes have shortened hours of labor and the problem of leisure has been increased with resources to meet this increased problem considerably lessened. That is the city's plight today.

We witness the assignment of large sums to provide work so people may exist. Should we not consider the possibility of having funds provided to create work which will help people not only to exist but also to live well, physically, mentally, socially and spiritually? Our recent Conference stressed time and time again social justice for all. Does social justice end when bread alone is provided?

Conditions today are changing—all must keep step and help bring about a better equation of social justice. It is perhaps not too much to expect that from these deliberations a well-thought out constructive program may result. The crying need for leadership, or the training of adequate leaders may result. I am confident that if a constructive program is developed, if resources can be mobilized and the present work—which but scratches the surface—can be made more extensive, our agencies will welcome the opportunity to do their part. I have especially in mind one organization, the Catholic Boys' Clubs, with six different clubs strategically centered, trained personnel, equipped. These clubs already have had three years intensive experience in dealing with this problem. They can expand readily without difficulty, the overhead remaining the same. What is needed is trained leaders. I want to stress again the need of keeping any work along these lines on an individual basis. We must reach those in particular who, lacking family ties, must seek their recreation away from home.

Facilities for the Leisure of Young Women

By TERESA M. FIELDS
Director, Carroll Club, Inc.

AS I UNDERSTAND IT, I am to discuss three major questions at this hearing: 1. What do people want in the way of leisure-time activity? 2. How much of it are they getting? 3. What additional opportunities and facilities are needed in New York to provide enjoyable use of enlarged leisure?

In dealing with the question "what do people want," I shall confine my evidence to my experience with the group with which I am now working, The Carroll Club, Inc. While this is a selected group of Catholic girls and women who belong to a dues-paying club with a program which offers a wide range of free and pay events, I believe that for our purpose it is representative of the interests of many thousands of women in the metropolitan area who are by no means to be classed underprivileged.

We find that a desire for physical activity is almost universal, and is not confined to any particular age group. Swimming, tap, rhythmics and social dancing, corrective exercises, tennis, golf, squash, riding, hiking and organized games, such as basketball, indoor baseball and field hockey are all popular. The use of our pool and gymnasium by outside groups at the hours when they are not used by members has greatly increased this year. In fact, the number who tell us they formerly used school or neighborhood facilities which are closed because of the depression is far in excess of our ability to accommodate them in either the afternoon or the evening hours. With sufficient funds to staff and promote such a project, our equipment and facilities which now stand idle in the morning might be made to serve a large number of people who have morning leisure—enforced or otherwise. It could also be made a training center for volunteer recreation leaders who might in turn develop wholesome programs on a parish basis. It might serve a further important purpose to provide an opportunity for girls who have trained for recreation but have not secured positions to obtain experience under supervision.

On the other hand, our instruction in tennis and golf is limited by the lack of neighborhood tennis courts and public golf courses where members may conveniently play. The ardor to hike is dampened by the distance one must go to reach open spaces as well as by the dearth of leaders with a knowledge of out-of-doors.

We find an avocational desire on the part of our membership for instruction in public speaking, French conversation, interior decoration, home-nursing and care of the sick, the crafts, photography, music and drama. Lectures and discussion groups exceed in numbers and in point of attendance all types of activity. As to subject matter, interest in the Philosophy of Religion is far in advance and is followed relatively by Foreign Affairs, Current Events, Book Reviews and Psychology. Lectures in series are most popular, and those which involve discussion or supplementary reading are definitely more successful than those without. In discussions led by the same individual, interest is vastly more sustained than in those where the leader is changed from time to time.

Social affairs, such as teas, parties and dances seem to make a special appeal to girls and women who are strangers in the city, have moved to a new locality or who for some other reason desire to extend their personal contacts. The informal dance brings out the younger girls who are frankly interested in meeting new men and rarely bring the particular man.

Not to be overlooked is the desire for opportunity for service to others. One of the most constant groups in the club sews for orphanages and hospitals, visits the sick and needy and assists the various community organizations in their drives for funds.

So much for what our particular group of people want and get.

It has been conservatively estimated that there are within the metropolitan area at least 150,000 Catholic women of similar age, educational background and potential interests. The group we serve is less than 1% of this number. While no one center could hope to serve this whole geographical area, one center, adequately staffed and used as a laboratory could plan, train leaders, and supervise on the parish basis a leisure time program which would be a contribution to the community.

It is my firm conviction that one of the most important factors in the solution of this whole leisure time problem which we are facing is leadership, both professional and volunteer. And an equally important one is a proper attitude on the part of the public toward organizations working in this field. Colleges which receive endowments and subsidies are not looked upon as charities but educational institutions. Are not the character building agencies just as truly educational and should they not be as generously endowed if their standard of work merits it?

With all due respect to those who contend that leisure activity must be what the individual chooses to do—I must insist that at least the door be opened to intelligent choice. With all due respect to those who contend that leisure activity

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Leisure Time Principles

IT IS NOT desirable that any group attempt to determine how the leisure of the people shall be spent.

It is not for any group to proclaim that for any individual at any given time certain activities are of a higher or of a lower order—so long as such activities are doing injury to no one.

The first thought ought to be what do men and women want to do—the next thought what would they want to do if they had full and complete knowledge and experience and if facilities were available.

It is important for all of us to take a long time view of man—of what has proved permanently satisfying to him, of the direction in which he has been evolving during the centuries, of all sides of his nature, of his many moods, to try to help him to have an environment in which there is a wide, rich, and satisfying choice of activities which seem to him at the time satisfying and which in combination will in retrospect be found still to give satisfaction.

It is not desirable that all leisure be spent in activity. Idleness, loafing, just resting, as well as contemplation, meditation, have a part in living. It ought not to be assumed that a person ostensibly doing nothing is wasting his time.

It is therefore important that adequate facilities be available for men and women to carry on in their leisure those human activities which have been found most permanently satisfying.

That there be a rich variety of choice in leisure activities for the individual and the group.

That there be opportunity for men and women to acquire skills in various forms of activity so that they may determine intelligently for themselves whether they find enjoyment in such activities.

In provision of leisure opportunity in America there should always be recognition that ability to find satisfaction in any activity is not necessarily conditioned by birth or other external circumstances, that the United States is founded on the idea of the inalienable right to the pursuit of happiness and that this right ought not to be confined or abridged in any way by class distinctions; that the poorest should have opportunity to discover whatever pleasure he may either in activity in or appreciation of music, drama, art, sport, nature, craftmanship.

It is important to society that citizens should have opportunities to use their new-found leisure in service to local, state, and national government, and in the building of cooperative non-governmental local and national enterprises—such as those in the field of religion, education and politics.

There is a place for "foolishness and nonsense" in the use of leisure. It is not desirable that men and women be serious all the time.

The use of leisure is the particular way in which an individual expresses his own personality, what he really is, and it is of the greatest importance that whatever is done should be done in such a manner as to clear the way for a man to be himself rather than to make all men more alike. Leisure activities are the last place where standardization should be tolerated.

It is true that certain individuals think of their own leisure largely in terms of "self-improvement," acquiring culture, gaining an education, while others primarily wish to have a good time to enjoy themselves. While certain individuals are more attracted to formal classes, others start in informally with music, drama, craftmanship, nature activities, physical activities, purely as recreation and yet while following their own desires and doing the things they have always longed to do, they incidentally obtain education, self-education which may have equal or greater value than what they would have received from formal classes.

"What are the new meanings which leisure is to bring? First of all, perhaps, comes freedom. If leisure is to be meaningful its activities should flow from free choice; absence of regimentation is the basic condition under which leisure time activities may produce valid experiences. But, freedom for what end? In simplest terms, for the projection of the self; for purposes of expressing what is latent in individual personalities. The standardizing forces in our civilization are already so powerful as to make individual effort seem meaningless; when leisure comes we should be ready to find meaning in the discovery and release of the self."—*Eduard C. Lindeman.*

Our Public Libraries and the New Deal

By SARAH BYRD ASKEW
Librarian
New Jersey Public Library Commission

Our public library-indispensable as a morale builder, and a friend in need!

"In times of economic and mental stress such as the present, the need of mental recreation through books becomes especially important to citizens of all classes, for every class has been touched by the depression, and each person, regardless of his standing, feels in his own way the need of literature to take him out of himself. Citizens are turning to books for information, for inspiration and courage, for solace and mental recreation, and are finding in them a stimulus as helpful to minds as are physical sports to their bodies. Reading for most of them nowadays has become a vital and significant necessity."—From San Diego, California, *Municipal Employee*, May, 1933.

"WE HEAR that they are thinking of closing our library reading room in the evenings this winter because they can't afford light and heat. Well, that will be just too bad for everybody because we men who have been collecting in the library and reading will collect on the street corners and in the back rooms, and you know what that means. It will be hard on us for a while, but then we'll get so we don't mind and then it will be hard on everybody, for what you learn on the street corners and in the back rooms isn't so good for the town, and we won't be much citizens or much workers if we do get work and we won't care much if we don't get work after a while." That's a letter from a pottery worker out of a job for two years.

"What *shall* we do? We have nothing but our library here—our children go to a consolidated school in the big town and our church is just open two Sundays and the minister doesn't live here and now they say they've got to give up our book station. They'll be sorry, for there'll be lots of devilment going on and it won't be the fault of the boys and girls, either." That came in a letter from a little community on the edge of the woods.

"I have had a chance to learn something this past year and a whole new world is opened up to me, and I am going to be a far better worker when I do get a job, and you bet I am going to keep on studying Most of the girls feel that way, too." That's what a garment maker said to a librarian.

"Your books have saved my reason," said an engineer. "When I came in I was at the deep end and half mad, but now I have both my second wind and my second sanity. I had to read the first page in this book over ten times to get what it meant, but by the last chapter my mind was so steady I took it all in first reading."

"Just those detective stories you lent my husband saved our family happiness this winter. I thought he would ruin life for the children as he had just nothing to do but sit and nag. He stopped nagging when he became interested. He's studying now that he's working part time." This from a mother of five whose husband didn't work for two and a half years.

"Can't you send us books to read and books on something to do or make to keep our boys and girls from hating home this year when we have no money for movies or gasoline to get there,"

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says a letter signed by seventeen mothers living along a suburban road.

"People are waiting for seats and all the chairs are taken in our reading room all hours of the day, and I don't know what to do when we have to close at night because they do not want to go home. It seems terrible to put them out," writes a librarian.

"What is that line of people waiting for?" asked an onlooker. "For some books to come in for them to take out," answered the head of the circulation department of the library.

For years the reading rooms of our libraries have been crowded and lines of people waiting for books often go away finally without a book on the subject wanted. People have sat on the steps waiting until the library opened in the morning and have had to be begged to leave when it was necessary to close in the evening.

The Library and the Unemployed

These were the unemployed who were idle through no wish of their own and, as one expressed it, "in danger of becoming bums when we don't want to be bums." They came to the library for an escape from the hopeless waiting, for new thoughts instead of the old round of the squirrel cage without a way out. They came for recreation and for relief and found it. In the library they found something that kept them going a little longer, assuaged some degree of bitterness and gave some glow to a leaden sky. The libraries show three times the readers and twice the book circulation and a large proportion of the new readers are people who never used a library before. These the librarians aid as best they can, often with funds depleted from necessity.

At a meeting of an Emergency Relief Committee the question was asked: "Where are the young men—we see the older men at our Y.M.C.A.'s but where are the young men?" The answer came from another member of the committee: "The young men are in the libraries, judging by what I saw in the reading room in our town." During the time that the road seemed to be ever downward the library combated despair, created morale, diverted and steadied the minds of thousands upon thousands of the unemployed. Many whose thoughts might have been for revolution, destruction and hatred were kept wholesome citizens through the recreation and sane thoughts furnished often through seemingly unimportant books. If the morale of the unemployed had once been broken it could not have been mended, for while we can rebuild material things, when the morale and courage of a people are destroyed a nation has nothing with which to rebuild for these are its tools.

There has come a rift in the clouds, hope is springing up and numbers have gone back to work, but many thousands in our own state are still unemployed and many hundreds, perhaps thousands, in our own community depending upon the size of that community In the first flush of

You may see a scene like this on any afternoon, if you will drop in at the children's room of the Perth Amboy Library.

the upturn all of the unemployed had high hopes. As time passes it is harder than before for those still waiting; they are depleted physically and morale is at a low ebb. These still crowd the libraries. Today the libraries are more and more serving those still idle and turning discontent into constructive thinking. Not only is this true of the library as a reading room and for those who visit it and wait for a chair to be vacant so they may sit and read, but it is as true of the home. As the cold months come there will more and more be the need of indoor occupation and recreation for those who have no money to spend and must remain idle. As it is the breadwinners who are idle this need is for all the members of their families. Books brought into the homes of the unemployed, mothers and fathers tell us, tend to relieve monotony and promote family peace after long idleness and too close association has devastated nerves and tempers.

Demands of the New Leisure

Besides those unemployed, there are other newcomers who are now joining the crowds in the library. With the NRA codes there comes to workers leisure never known before. Therefore, many do not know what to do with it. The tradition has been to train people to work rather than to live. Now there are many hours left after the job is done, and workers turn to the library both for immediate recreation and to learn how to make recreation for themselves. Their problem is somewhat different from that of the unemployed. Many want just to read, to pass the time at first; many come for one thing and stay for another; others come with a determination to learn for themselves. These are seeking something definite. They want not only to fill in their time and to escape boredom, but they want something better than they have ever had upon which to spend this unexpected gift of a leisure that is not haunted by want and dread.

"All the old gadgets for whiling away the time will steer us into the doldrums. We must have permanent satisfactions. Self-improvement and creative work give us something to get up for in the morning, and it will turn the community to the wealth found in the public library."

To these the library opens up a vista never before realized of new thoughts, undreamed achievements and far countries. It gives them an opportunity for growth as well as a place of escape, and by putting the best within their reach it gives them a goal. As one man said, "I always knew how to work, but I never knew how to really live, and now I am learning that." He was taking home with him the books, "What Men Live By" and "A Little Garden." He turned at the door to say, "There's a waste patch behind the house in which we live and the man who owns it says I may work it next Spring and go halves on anything it grows." He added, "It won't be much for vegetables but it will be fine for me and the kids."

A woman sits fingering a dozen books and at last asks advice because she never had a chance to learn, she had to work so hard, and now she has time but she doesn't have money, and she wonders if she can't learn from books in the library to know and like things outside, as well as get a little education. She adds that there are hundreds like her.

That is where the library comes in. For such there should be reading clubs and courses, as well as an adviser. There will be, for when the people see the real need they respond. At present the librarian with her staff does all she can to fit the right book, to catch at the right moment the uneasy minds of those who turn to the library. Many things have been started. The members of a club of young men in one community insist they are learning in the library how to amuse themselves next winter. A club of girls in another community have as their objective "Learn to have fun the right way and learn something while you are having fun." They make the library the center of this club. Most of them are from the clothing factory. One of them laughs and says, "Now all God's chilluns got time." The gift of thought and understanding and vision can now be made to these people through the library while giving them recreation.

A great leader among women has said that young people, well started but unfinished for their life work, are turned out of our educational mills and thrown on the scrap heap. Without work of any kind they were being allowed to stagnate, to experience futility, to despair, to degenerate. Many of these the library found in the ranks of the unemployed and it has helped to steady them and build them up for the job when it came. Now that the job is here it gives something more. It is helping young people to carry on, teaching them to cope with an upset world and helping them to develop latent talents.

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World at Play

Courtesy Manchester Institute of Arts and Sciences

Arts and Sciences

MANCHESTER, New Hampshire, has an institute of arts and sciences which is practical and unique. Any adult may enroll in it for classes in the departments of fine arts, the Craftworkers' Guild, in music, literature, creative writing, original play contests, home economics, natural science, history and other subjects. Lectures are frequently given by noted authorities, and there are special events along musical, dramatic and literature lines. The entire cost to an adult is an annual registration fee of $5.00. For a limited number of classes there is a fee of $1.00 per class for two terms. Children up to sixteen years of age pay an annual registration fee of $2.00. These fees admit to all lectures and special events. The institute was made possible by a gift of Mrs. Emma Blood French, sister of Mr. F. D. Carpenter, who eighteen years ago built the city library as a memorial to his wife. The library has a special art department containing books of great value which serve the institute art students. The library has a fund for the purchase of books and treatises on art.

A New Club House for Golfers

AT THE Dyker Beach municipal golf course in Brooklyn, New York, where over 1,200 golfers play each week-end, the Park Department is constructing a club house for the golfers. Plans for the building were prepared under the direction of the chief engineer by the emergency work architect and a staff of emergency work architects and engineers. A considerable amount of salvaged material is being used in the construction from the demolition, by emergency work employees, of several structures on property acquired by the Park Department. About a hundred men from the Emergency Work Bureau are employed at one time on the building, with possibly another hundred working on grading, landscaping and road construction. The club house will be a one story brick structure in the Roman style, low and rambling, with a slate roof. There will be two locker wings for men with showers and a locker capacity for 300 people, and a women's locker wing accommodating 100 individuals. These wings are directly accessible to the main tower entrance through a common lobby permitting independent control from the rest of the building. A large circular dining room with a terraced glass open-air dining deck above it commands an unobstructed vista of the course and of the bay. A spacious lounge, generous terrace, a grill, kitchen and other accommodations will make this building an exceedingly well appointed golf club house.

Accident Rate Declines

THE Department of Playground and Recreation of Los Angeles, California, reports a yearly decline in the accident rate at municipal recreation centers as the result of emphasis on safety. The rate of accidents per 100,000 attendance has decreased from 2.54 accidents in the year 1925-1926 to .64 in the summer of 1933.

Jacksonville's Play Day

ON November 25th the children of Jacksonville, Florida, enjoyed a fall play day program at Lackawanna Park held under the auspices of the Department of Public Recreation. Each team entered played seven different games, each against a different opponent. This plan was facilitated by having all the participants in two huge circles which revolved in opposite directions at five minute intervals, in this way coming face to face with a new opponent in a new game area, the leaders alone remaining stationery. Under this plan game areas must be uneven in number.

At the Tomb of the Unknown Soldier

Each year the seven national organizations which united during the war in the interests of the men in service conduct an Armistice Day service at the Tomb of the Unknown Soldier. This year the War Camp Community Service had charge of the ceremonial, and Frank R. McNinch, Chairman of the Federal Power Commission and formerly a member of the staff of the National Recreation Association, gave the principal address.

Publicizing Leisure Time Facilities

(Continued from page 451)

surprising number of people who have no idea about our park system. Few people, comparatively speaking, know how close some of our Long Island parks are to the great metropolis. In the afternoons, particularly in warm weather and in the early evening when we enjoy the benefits of the daylight saving, it is a very easy matter to go by bus to some of the state parks which offer bathing facilities at very greatly reduced charges, and they are practically what we might call state playgrounds. Their facilities could be advertised and made known and I believe they would be used a great deal more than they are if people really understood first, where they are, and then, how easy it is to get to them.

Of course, you will have to have the full co-operation of the city, the Board of Education, the officers and colonels of the National Guard, and, as I said before, the trustees and the directors or the people in charge of these enterprises which are both entertaining and educational at the same time. I don't know whether we can go in for the community chorus or not. It might be tried in one of the armories.

In the discussion which followed Mr. Smith was asked whether it was advisable to try to secure at the present time more facilities such as Jones Beach. He said he believed half a dozen more such properties could be used, but with the present economic conditions it would be exceedingly difficult to acquire them. In his opinion little can be done to develop New York's waterfront until the problem of sewerage disposal is settled.

Mr. Smith urged again the importance of publicity for the facilities available and the desirability of the opening of museums and similar insti-

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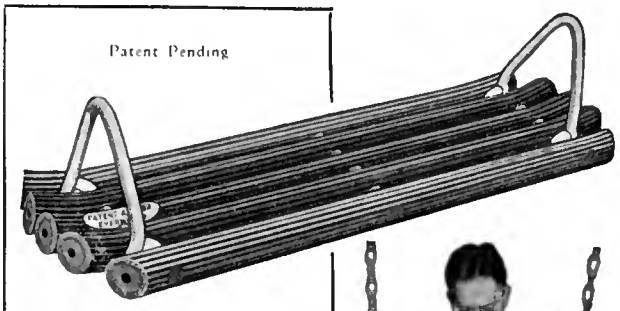

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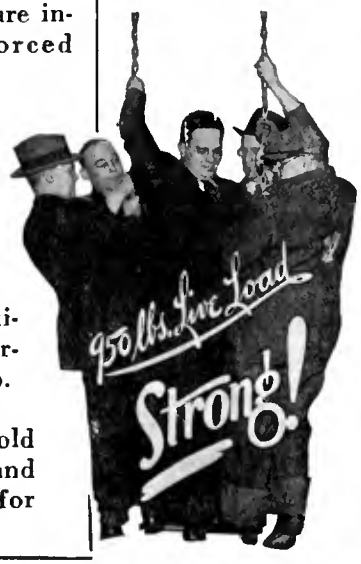

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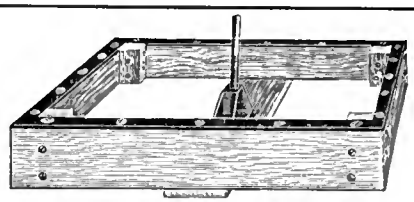

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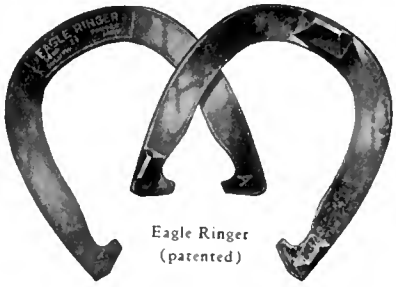

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tutions at night. He himself, he said, was a well grown man before he saw the inside of the Museum of Natural History because he never had time to go there.

The Young Man and His Leisure

(Continued from page 456)

not know that there are gymnasia available. That is a lack of coordination in the local community. In other words, I don't know of any community where this thing is well organized so that these various services can be integrated. We certainly need the development along all three of those lines, particularly, I think, in the field of recreational guidance, a very important field which ought to be opened up; recreational guidance, which would enable you to guide the leisure time of special cases and of children in general, just in the same way as you give them vocational guidance. You don't have the knowledge, you don't have the facilities, you don't have facilities used that could be used in many cases, and you have an unwillingness to use facilities because they are not attractive and because leadership is not attractive. All those factors enter in, so that to improve your program, you have to work to improve it all the way along the line. Just what you would do would depend again on the situation in a given local community.

MR. BRAUCHER: I would like to ask Professor Thrasher what kind of activities he finds most in demand by these boys in these particular areas? Is there any considerable demand for educational classes, more formal work?

MR. THRASHER: I think that demand has to be created and the work made attractive. But the chief demand in these areas is for athletic activity. That is a basis of appeal that never fails. On the other hand, there is no reason why the other types of demand could not be stimulated. I do not believe that leisure time activities are entirely a matter of self-expression, as I believe that they are educational primarily. Rather than giving the young people the opportunity to express themselves, we are as representatives of the community giving them an opportunity to be good citizens, as we have a certain selfish motive behind our recreational program, and a recreational program should be designed basically as an educative program, although incidentally they will find self-expression, and therefore work in the arts and crafts and music and all kinds of classes where you don't have the demand for it can be made attractive and it can be stimulated. You find great differences in different nationality backgrounds. You find Jewish boys, for example, are much more interested in literary societies and in that type of activity, whereas Italian boys are much more interested in athletics. The sort of program that may appeal to one may not appeal to the other.

MISS HOEY: Isn't it true that your money should go into leadership, because you have not money available for buildings in many areas?

MR. THRASHER: I agree with Miss Hoey that money invested in leadership is far more fruitful than money invested in buildings and equipment. You can make an old store a very attractive place if you have the right leadership even without equipment, that is being done all the time. On the other hand, you can have a very fine playground and if you don't have the leadership the playground itself may become a hang-out for gangs in the same way that a pool room becomes a hang-out. If you build a playground you have to expect to put enough money into leadership to be able to make the playground effective and that is very often what we haven't done. We have got the playgrounds and we don't support them.

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MR. JOHNSON: Do you think that the interest which now holds boys in undesirable hang-outs can be readily transferred to places of wholesome recreation?

MR. THRASHER: I think there is no question about it at all. It has been demonstrated time and again that that can be done. Of course, there is always a tendency to bolt control in these sections. They would rather stay after twelve o'clock. They would rather play pool for money, and they resent rules. But the recreation that has been developed in these areas under proper leadership with proper support has demonstrated conclusively that properly organized it can compete successfully with the pool room, with the street, with the taxi-dance hall, with the candy store, with the gambling room, and any of the other adjuncts of the street which are so demoralizing in their influence.

MR. BRAUCHER: We have been having frequent cuts in budgets for recreation, and private contributions have been reduced. What would you do to educate public opinion to this whole question so as to keep up the appropriations for recreation, if you were responsible?

MR. MULROONEY: Publicity is the only answer, and your best argument is the condition of youth, how much it means to youth. You have to solidify all your support, meetings of the Board of Estimate or similar bodies, and investigate the necessity of such an appropriation.

MISS HOEY: Isn't it extraordinary that you can get money for corrective measures where you can't for preventive measures?

MR. MULROONEY: They spend thousands and thousands of dollars trying to reclaim criminals and will not spend some of the money and some of the time in attacking the evil at the roots.

Leisure in Its Relation to Crime

(Continued from page 457)

to how much its people are concerned with healthful, wholesome recreation and amusement.

Leisure and Crime Prevention

(Continued from page 459)

Now, lots of different things should be provided if children are to make a well-rounded use

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of leisure. Of course you can't force a boy who is crazy about football to go in to a party, but with skillful guidance and clever work you can get the athletic boy or girl interested in other forms of recreation. and the bookish child persuaded to take up some athletic activity. Children cannot be expected without direction to select their recreation wisely, any more than they would a balanced food diet. The child who is early given an appreciation of good reading will have much of his leisure time taken care of profitably and pleasantly throughout life. Yet the books and magazines, like the motion pictures made most available for our boys and girls, can be described in general as "tripe," and provide little, if any, mental food on which sound tastes and life habits can be built up. Instead they are often productive of delinquencies. "Our Movie Made Children," by Henry James Forman, I would suggest for a popular summary of studies made by the Payne Foundation.

We should try to teach children how in their leisure time they can have fun, good health, find adventure, cultural and spiritual development. However, there is no quick and patent device to train children to use leisure wisely any more than there is to secure any other education. With adults the best we can do is to make recreation facilities easily available, if possible, as available in New York City as our public schools, and not just permit them to feel that they have got to go to Coney Island or Jones Beach or somewhere far off in order to have any recreational activity.

We have made marvelous beginnings in almost every direction in New York City in recreation, and we should extend those activities of the agencies that have given so many years to fine service before we develop new ones. But they ought to be extended, sometimes going out of the formal buildings into homes, where they can be secured for recreation, or into school buildings or churches or the different spots where the people can come together naturally in their own community.

Leisure and Mental Hygiene

(Continued from page 461)

agree with you if the person who does the counciling has the adequate knowledge to do it and doesn't depend on the milk of human kindness and good intentions alone.

Miss Fisher: I think your exception is very well taken. The second question is this: Do you think that in order for a leisure time pursuit to contribute to emotional security it is necessary for the participator to do the thing in question well?

Dr. Pratt: No, I do not. Too much stress in many instances has been placed by recreation leaders in all fields on the excellence of the product. From a mental hygiene point of view, my own feeling is that that is distinctly secondary to the emotional release that comes from doing the job, whether it is done well or not. Now to some that is heresy, and I can only express it as my personal opinion.

The Place of Drama in Leisure Time Life

(Continued from page 463)

"The Knights," was, I think, not really entirely out of order. I have already mentioned the possibilities that lie in dramatic activities for the learning and practice of other arts and crafts. Furthermore, being a democratic art, each group would be a sort of experiment in socialization, and would aid in the development of natural leaders so essential in a democracy. And finally, perhaps it is not too much to hope that out of a more wide-spread amateur practice of the art, a new and better professional art might spring. A nation of amateurs is sure to produce a higher professional art. Most of the great musical artists have been produced in older civilizations where amateur musicians are more numerous than they are in our own. And historically this has been true of the theatre. The historian Froude called attention to the fact that in Tudor England "there was acting everywhere," on the village green, in the baronial hall, in the courtyards of inns, and in the Inns of Court. As no great general, he says, was ever born in a race of cowards, so no great playwright was ever developed except in a people who were devoted to the drama. It was the wide-spread interest of all classes in England which made the path straight for Shakespeare's predecessors, and which made possible the triumphant expansion of his own many-sided genius.

If we encourage the wide-spread practice of dramatic art in our own country, aside from all the other values that are sure to follow, we may in that way find our Shakespeare.

Asked about the possibility of using schools as meeting places for groups interested in drama,

Mr. Smith said it was very difficult at the present time to secure the use of the schools because of the restrictions surrounding them.

To the question, "How could you set in motion an organization to get groups together?" Mr Smith answered by suggesting that leaders might be sent about to gather together groups of people, employees in department stores, parents of teachers in school, social groups of many kinds, and to ask them whether they want to put on a play. They usually do, and after there has been some successful experience it is possible to build an organization. "Don't start with any organization but begin where people are." There might well be a central registration of men and women who would be glad to serve as volunteer leaders for dramatic groups.

A group should not consist of actors alone but mechanically-minded people, people interested in management, and artists of various kinds who are as important to the play as the players.

Music As a Leisure Time Activity

(Continued from page 465)

growth in the adult. High school students in orchestras and choruses should be given information before they leave as to where their musical activities may be further carried on; opportunities should be given to adults to make music together, and many other avenues of effort should be opened up. Publicity in regard to this should be not only in office files but on every library bulletin board, in the press, and in every suitable public place.

Why are we so sure that music should be shown the same consideration as other important subjects in adult education? Is there a demand for music —a craving for this expression on the part of young men and women?

In 1923 I had an occasion to make an address in Washington. It was in the adjustment period after the war. People were eager to discuss what was and could be of real value in helping this adjustment. I can do no better than to quote from what I said at that time:

"Before the war it would have been difficult to say whether the United States was more a theatre-loving or a music-loving nation. But the great question which economic conditions forced upon all countries at that time had to be answered namely, what could the nation dispense with, what was it necessary to keep? . . . In America the choice was made in unmistakable fashion, and music in all forms, in quantity and quality, developed and flourished as never before. The war disclosed the full force of the appeal which music has for the people of the United States."

I believe this statement to be equally true at the present time. We are now going through a period fraught with consequences as great as the period following the war. It is certain that the demand for music has not diminished but has *greatly increased* in these last ten years. The cultivation of a taste for music makes for better citizenship, finer living and a deeper spiritual growth, and I can conceive of no more satisfying use for leisure than to make music. To the best of my belief music has indeed been so regarded throughout the ages, in every country in the world.

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The New Leisure and the School

(Continued from page 467)

financial situation of the schools. The Board of Education's budget today, he said, is about $20,000,000 less than a normal budget for education in New York City should be. In view of a budget of $129,000,000 for the current year all except about $7,000,000 is for personnel, the largest cut

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has come in this item. The result has been that a great many of the activities known as the "fads and frills" have suffered.

The community centers have been cut, the idea being not to cut the number of centers but the personnel. "Those of us," said Dr. Campbell, "who know about the operation of these centers from personal experience know that you can't cut personnel and operate the centers properly. Getting a mob into a school yard isn't conducting a recreation center. It's essential to have workers there who will properly guide the recreation if it is to have any lasting effect on the individual and the community."

Other cuts have been made by increasing the number of pupils per teacher. In the high schools in 1931 the ratio was one teacher for every twenty-eight pupils. The ratio today is one teacher for thirty-one and a half pupils. With 228,000 senior high school pupils this is a large item. The number of nights during which evening high schools are open has been cut from five to four and supplies have been cut to the bone. The Board of Education is faced with the problem of having the State cut down its appropriation, with the result that between the school year of 1932 and the year 1933-34 the reduction in State aid was about $7,500,000.

In reply to the question as to whether the schools are making any special studies regarding possible changes in curriculum or teaching methods in the face of the new demands, Dr. Campbell said that the Elementary Schools Division has been holding committee meetings for over two years. The high school teachers have been meeting for about a year and a half considering this problem. All of the committees are advocating a greater stress upon the emotional development of the child rather than the intellectual at this particular time.

Asked whether there was a great deal of red tape surrounding the use of school buildings for community purposes, as a number of those testifying had indicated, Dr. Campbell said he thought it was not red tape which could not readily be cut, and if it were preventing the use of the buildings something should be done to see that it is cut. He pointed out that the Board of Education is responsible for school property and can allow its use only under definite rules. The only charge made is for custodial service.

Parks and Leisure Time

(Continued from page 468)

lawns and play fields and concert grove. A similar plan for Marine Park has been drawn with provisions for athletic fields, swimming, landscaping, sports and passive recreation, as well as active recreation.

Jacob Riis Park in the Borough of Queens, could be further developed providing additional facilities; Hunter Island, too, could be developed for recreational purposes. At the lower end of Van Cortlandt Park, possibly a Municipal Stadium could be erected, or at 208th Street and Seaman Avenue. Such a stadium could also be used for concerts, pageants, athletic sports, and school boy teams would not be compelled to hire at great expense, commercialized stadiums for their annual track meets, football and baseball games. There is additional land at Pelham Bay Park which could be developed as a public beach. On Staten Island there is a great deal of undeveloped land, and golf courses could be constructed to advantage. Our recreation piers could be enclosed in glass and heating plants installed so that we

could obtain some use of them during the fall and winter months. At the present time, they are only used approximately six months of the year

In Crotona Park, the small lake could be converted into a swimming pool, the size of the beautiful swimming pool at Tibbett's Brook Park, Yonkers.

The solution of the problem of this committee will, I believe, be facilitated (1) by increasing facilities for the proper use of leisure time; (2) by increasing the personnel of the Bureau of Recreation; (3) by employing additional skilled mechanics to develop areas, direct field houses and public gymnasiums, and (4) by the cooperation of all social agencies.

Recreation means better health, better citizenship. Why not invest in parks and playgrounds? Now is the time to stress the importance of this subject to the general public, to civic organizations and the officials of all cities in the United States.

In the discussion which followed Commissioner Sheehy stressed the hardships which the budget reduction of more than $500,000 for the current year had worked. The items now allowed in the budget include practically only salaries and the maintenance of animals. Additional materials come from work relief funds. It has been impossible to consider providing the many new facilities needed, such as baseball fields and other play areas, which appeal to young people from sixteen to twenty-one years of age who at this time especially need such opportunities. A system of night lighting on existing areas would help greatly in providing for this group.

The Extension of the Work of Settlements

(Continued from page 469)

The second task of the settlements, as I have already pointed out, is a cultural one. Many of these activities could be carried on in school centers or under other public auspices. They range from Italian drama to chess, from cooking classes to basketball. Recreation and education are two aspects of the same thing—the development of the individual. They go together from childhood on. It is a truism that work must be play to be effective, and play must be work to get the most out of it. And this is true throughout life. Just as day schools must incorporate play into the program, so evening centers may well furnish any activity that appeals to people who want to grow

The third task of the settlement is, as has been said, the active participation in securing social changes beneficial to the masses of the population. The settlements have always been on the firing line of social change, having been attacked as too radical by conservatives and as too conservative by radicals. But they have worked for higher standards of living and more favorable work conditions, both in influencing public opinion and in direct legislative action. The only advantage, and this is a great one, they have had over many civic groups established for the same purpose, is the fact that they have been in close contact with the evils they have combated. First hand information is always the most valuable. The settlements, therefore, may well retain their primary function as groups of people living in city neighborhoods to arouse public opinion, to secure needed cultural and social services, with the hope that as people become more aware of the value of these services in the fields of health, recreation and the arts, the government will recognize the necessity of meeting these needs, and will see that they are met on a large and adequate scale. It may well be that these services can be managed so as not to fall wholly on the tax rate, but rather may be met, in part at least, by the users of services. A study of this aspect of the subject is much needed.

In conclusion, the relation of private to public service in this field of leisure-time activities is not a matter of dogmatic assertion on either side. It is a practical question of correlation in the interest of a common end.

Elaborating on her suggestion that there be organized workers at large—"salesmen of leisure-time activities"—Mrs. Simkhovitch said it would be highly desirable to have numbers of these local organizers scattered around the community. It would be their function to find out what activities existed, arouse the interest of people in them, and secure their participation.

Leisure and Creative Art

(Continued from page 470)

ate jaded minds and discouraged minds. It can soothe tired nerves and exhausted bodies, but most of all it can bring a new self-confidence into the lives of people who have never been required to be individuals. For people who have been cogs in the machine there can be opportunity for in-

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dividual growth, for individual proof of ability to do some one thing well, the reaching out and expending of self to take in more of the life around and apply it creatively. The Art Workshop believes that a practical application of leisure is the providing of opportunity for the creative arts.

Mindful of the utilitarian tendency of our lives, of the thought trends of our people, the Workshop teachers are chosen because of their understanding of the social problems of their students, economic and spiritual, as well as for ability as artists and teachers. For a successful project in the arts the teaching method is of importance. The goal is self-expression not absolute perfection of technic.

The forces of standardization in America today often make individual effort seem difficult and meaningless. The use of leisure for *active* and not passive application along the lines of individual performance is one of the wisest ways of leisure. The arts used creatively provide one of the most constructive, as well as one of the most provocative, roads for the growth of the individual.

As an indication of the desire of people for such creative activities as the art workshop provides, Miss Leslie said that very little publicity was given to the initiation of the project when it was started four years ago. Nevertheless it was necessary to turn away 800 people as only 100 could be accommodated at that time.

Asked about the possibility of using the art rooms and services of the public school, Miss Leslie said it would be highly desirable to do this and that it might stimulate school officials to undertake similar projects after school hours. To insure maintaining high standards in the event of such activities being maintained by tax funds in public buildings, Miss Leslie said there should at the beginning be a joint understanding between some of the organizations which have been working on these problems and the school center. Enough experimentation, Miss Leslie feels, has gone into the project to make available a great deal of material to any school center interested in undertaking a program.

The Leisure Time Services of the Jewish Community Center

(Continued from page 472)

program of the Jewish center is designed to help the members of our own group to find their adjustment and satisfactions in the larger community. Its approach to this objective is twofold. The Jewish center seeks to bring into the lives of its members the finest ideals of American life. It seeks also to strengthen in its members a devotion to their own traditions and ideals, so that they may do their part in enriching the culture of our great city.

The activities which I have sketched in a broad way are conducted in varying patterns in the individual centers. These centers are not to be regarded, however, as isolated units. In Greater New York they are held together—some thirty—as members of the Metropolitan League of Jewish Community Associations, and nationally — some three hundred — they are held together by the Jewish Welfare Board. The objects of these central organizations are to raise the standards of work, to attract and train competent leaders, both lay and professional, to bring them into larger fellowship, to promote their understanding in the community at large. Even when banded together they do not stand alone. They are part of a much larger complex of leisure time organizations, all

of which are dedicated to the development of free, healthy, happy, and useful personalities in America. These voluntary organizations constitute an essential element in the social program of a new America.

Activities for Men

(Continued from page 476)

serving on various committees or as volunteer leaders of activity groups.

It should be pointed out that the Y.M.C.A. is an educational agency devoted to the development in men and boys of character and personality, motivated by Christian ideals. An important feature of its program has to do with answering inquiries of young men on all kinds of topics. Consequently, much attention is given to information bureaus. Along with information there is available the counsel of experienced adults.

One of the main opportunities of the Y.M.C.A. in connection with the larger leisure lies in such counsel as helps young men to better understand their own complex problems and to make constructive plans for solving them. This process involves a vast amount of personal interviewing, there being some 20,000 such interviews in the one month of last October.

It will be seen that it is entirely impossible in ten minutes to make any adequate tour of inspection of these Y.M.C.A.'s, which for more than eighty years have been pioneering in helping young men and boys to make the best possible use of their marginal time. It may not be out of place to state in closing that in spite of great handicaps, loss of skilled personnel and diminished financial support growing out of the depression, these Y.M.C.A.'s are eager to carry on. With economic recovery already on its way, with an increase in volunteer services of laymen, with extra technical help, with adequate financial support, these organizations will go on increasingly serving youth in respect to free time and good character. In the field of young men and boy life they are planning to be of still larger usefulness with the increasing leisure growing out of recovery and progress in the new era.

In the discussion which followed it was explained that until 1927 most of the activities of the Y.M.C.A. were within the walls of buildings. Since that time there has been a combination of outside and inside work, the purpose being not to attempt to do anything which is being done elsewhere as well as the Y.M.C.A. might do it. The Association is maintaining a number of so-called non-equipment workers who work out in the community using facilities outside of Y.M.C.A. buildings. One branch has no building but uses club rooms in schools, club buildings, small churches and other places. The results of this program have been found very satisfactory.

Facilities for the Leisure of Young Women

(Continued from page 479)

must be what the individual chooses to do, I must insist that the door at least be opened to intelligent choice. In so far as we achieve this we shall bring into our every day lives that which we all need—"knowledge and beauty and ideals, books and pictures and music, song and dance and games, travel and adventure and romance, friends, companionships and exchange of minds, contact with all that has been said and done by the aristocracy of the human mind and soul through all the ages."

In reply to the question whether she thought any part of the work she had described might be carried on by a public agency or should be privately maintained, Miss Fields said she felt it might be done by both. There are some people who prefer to get their leisure time activities in a particular group with the members of which they have common interests. Some prefer to have them in other ways. There are many people for whom the mingling of the social motive with the educational is more important than a sense of belonging. Some people who will not go to a school for a particular class like very much to attend a class with a group of people they know and like and take the same course which might be had much nearer home with less effort. Some of the girls who use the Carroll Club most live farthest away from it.

Our Public Libraries and the New Deal

(Continued from page 483)

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The Epworth Highroad, September 1933
You Can Build Good Times, by Lynn Rohrbough
A Give-Away Party

The Journal of Health and Physical Education, October 1933
What Are Educational Frills? by Marvin S. Pittman
Pageantry, a Vehicle of Self-Expression, by Marjorie Kelly and Gwendlyn Drew
Let the Dance Section Serve You! by Mary P. O'Donnell
The Story of Speedball for Women, by Helen M. Barton
The Use of Physical Capacity Tests in a Small City System, by Harry G. Oestreich
Touch Football—the Fall Sport for Boys, by Edward J. Storey
Soccer Meets the Newer Needs, by John Edgar Caswell
Bolo Ball

The Instructor, October 1933
Physical Activities in Rural Schools, by Katherine B. Peavy and G. Darwin Peavy

The Guardian, October 1933
Pick-Your-Pilot Party
Party Favors, by Helen J. Biggart
Hobbies

The Parents' Magazine, December 1933
A Christmas Pageant in Three Rehearsals, by Helen Perry Curtis

The Epworth Highroad, January 1934
Games Around the World, by Lynn Rohrbough

The Nation, November 1, 1933
The Physical Director and the Depression, by Katherine Ferguson

The Nation's Schools, November 1933
New Secondary School Designed to Serve Both Educational and Community Needs, by Charles L. Spain

Child Study, December 1933
Riding a Hobby at College, by Walter Kahoe
Books of the Year for Children, by Mrs. Hugh Grant Straus

The Epworth Highroad, December 1933
Fun in the Game Room, by Lynn Rohrbough

Parks and Recreation, November 1933
Building Ski Jumping Hills, by Harold A. Grinden
Basketball
Fishing in the Union County Parks

PAMPHLETS

Bibliography of School Buildings, Grounds and Equipment
By Harry Lester Smith and Forest Ruby Hoffsinger
Bulletin of the School of Education, Indiana University, Bloomington, Ind.
Vol. IX, No. 3, June 1933. Price $.50

Calendar Covering Staff Instructions for 1933,
Albany, N. Y.

A Summer-Camp Experiment, by G. Watson James

Art at Keewaydin
Reprints from *The American Magazine of Art*
American Federation of Arts, Barr Building, Washington, D. C.

New York State Parks
Available from State Council of Parks, State Office Building, Albany, N. Y.

er's attraction. Not only do these readers find fiction but also books on recreational methods for getting the best from out-of-doors. Again, the books on handicraft are reviving forgotten handicraft in some individuals and groups. Others, through books, are learning to entertain themselves instead of being entertained, and to develop talents and desires through avocations.

The fact that there are dozens of reserves on books on rug making, raising tropical fish, wood carving, bee keeping, gardening, rabbit raising, pigeon raising, sewing, knitting, embroidery, fancy cooking, landscaping and a hundred and one of the things that men and women and boys and girls can make and do in their leisure time at home and abroad, show the desire of these people for an outlet to a hidden talent or an accomplishment of a secret desire.

Recreation goes farther than entertainment, for in many of these who drift to the library through sheer boredom, there is stirred a spark of desire for self-improvement, and the books on trades and sciences, on literature and history, are as popular as the latest novel and have a long list of reserves that in former days were accorded only to the best seller in fiction. Many of them are turning to government and economics for, as one boy said "Well, we will have to clean it up, you older people have certainly made a mess of things." Our libraries are converting these coming citizens into persons who at least want to think instead of being blind revolutionists demanding change with violence. Those who are now groping not so blindly, after all, may in time become thinkers.

Said a man when told that a book which he needed badly couldn't be bought because of lack of money, "I may cost the state much more than that if I can't get some of those things now."

As never before libraries are a factor in the daily life and welfare of the people and the community, and often a bulwark against misfortune. Adult education, recreation, leisure-time occupation and means of further education are not today academic subjects, nor do they engage the attention of the welfare worker and educator alone. They are living and vital problems of the people at large and the immediate concern of the community, state and nation, so that the peace and happiness of the people may survive second only to the feeding, housing and clothing of the destitute and re-employment of the unemployed. Libraries are the keystones of the great part of this work.

New Books on Recreation

Spend Your Time -- New York's Resources for the Use of Leisure

Compiled by the Parent-Teacher Association of Lincoln School, Teachers College, Columbia University. $1.00.

THIS SPLENDID compilation of New York's leisure-time services lists opportunities for participation in fine and applied arts, drama and dance, music, libraries, science, and parks, playgrounds and athletic facilities. There are also sections on radio education, places of historic interest, civic institutions, stamps, coins and photography, transportation, communication and commerce. Supplementary references include adult education centers, reading lists, guides to New York, foreign culture activities, and special trips. It is in every sense of the word an indispensable book for all interested in New York's resources for the use of leisure.

I'm Busy

By Maude Dutton Lynch. Houghton, Mifflin Company, Boston. $1.50.

A BOOK WRITTEN in popular style for children, with many activities attractively presented. There are suggestions for such varied activities as making tree houses and cave houses; for playing automobile show when sick in bed; for home-made card games, for the care of pets and for the making of scrapbooks, charts and maps. One chapter is devoted to parties, such as an animal party and an Indian powwow. There are many attractive illustrations.

Motion Pictures and Youth

The Macmillan Company, New York.

THE INFLUENCE of motion pictures upon children and youth has been the subject of thoroughgoing research by the Committee on Educational Research of the Payne Fund at the request of the Motion Picture Research Council. The studies were designed to secure authoritative and impersonal data which would make possible a more complete evaluation of motion pictures and their social potentialities. The result of the studies, published in a series of volumes, throw much light on the subject. "The Emotional Responses of Children to the Motion Picture Situation," by Wendell S. Dysinger and Christian A. Ruckmick are discussed in a volume recently published in which also appears "Motion Pictures and Standards of Morality," by Charles C. Peters ($2.00). In connection with the findings on emotional responses to children the report states: "Our records are clear on this point: profound mental and physiological effects of an emotional order are produced. The stimulus is inherently strong and undiluted by post-adolescent critical attitudes and accumulated and modifying experiences."

There has also been published a summarizing volume which contains in addition to the summary, "Motion Pictures and Youth," by W. W. Charters, a section on "Getting Ideas from the Movies" by Perry W. Holaday and George D. Stoddard ($1.50). The solution of the moving picture problem, the reports point out, have not been studied in these fact finding investigations. "There is no single solution or formula that will meet the situation. . . The situation points unmistakably to the establishment by the producers of a children's department whose primary function will be to experiment, to invent, to try out, to eliminate, to press persistently until they produce proper solutions to the problem. . . . The simple obligation rests upon those producers who love children to find a way of making the motion picture a beautiful, fascinating and kindly servant of childhood."

The Modern Hand Book for Girls

By Olive Richards Landers. Greenberg, Publisher, New York. $1.50.

A PRACTICAL BOOK designed to help the modern girl from eight to eighteen make the most of her time and appearance, develop inner resources and provide herself with many hours of happy activity. There are many suggestions dealing with physical things such as her health, appearance and dress. And there is, in addition, much information on music, art, dancing, reading, personality development, social etiquette and entertaining. A storehouse of information is offered on hobbies and handcraft, on cooking, dressmaking, millinery and gardening. Chapters are included on marionette plays, glee clubs, orchestras and other leisure-time activities The book represents an unusually comprehensive collection of things of interest to the girl and intimately related to her life.

Games for Small Lawns

By Sid G. Hedges. J. B. Lippincott Company, Philadelphia. $1.25.

HOW TO GET the most fun from a small lawn is the problem discussed in this practical book. It offers suggestions for more than seventy games none of which are out of the question for lawns not larger than seven by fourteen yards. Many of them can be played in smaller spaces. The games have been classified as net games, other regular games, occasional games, team games, miscellaneous games and lawn party programs. Official rules are given for a number of games, and the author tells in some instances how the equipment may be easily made. There are many illustrations.

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Picture-Puzzle Posters.

By Frances Rogers. Ray Long and Richard R. Smith. New York City. Price $1.50.

Picture-Puzzle Posters present a new handcraft that appeals alike to children and grownups. The book consists of "poster keys" and colored cut-outs, which when fitted properly in place upon the "key" make a gay picture. Beneath each poster key is a sprightly conundrum that is fun to try to guess before attempting to make the poster. Parents who have children at that paper-paste-and-scissors stage will find that this book offers not only pleasureable occupation for the child, but also an aid towards developing his sense of color and proportion. The posters take constructive effort to complete, and the child will be delighted when he finds that he has two of each poster—one to be left in his book and the other to be cut out and framed for his room. He may obtain framing materials from the publishers for 35 cents. There is enough ingenuity demanded in working out the puzzle-posters to appeal to adults. The leader of a social evening who is looking for new ideas will find she can make a novel and interesting game from Miss Rogers' book. It also fits well into an arts and crafts program, affording an entertaining and educational project in poster making.

The Modern Dance.

By John Martin. A. S. Barnes & Company, New York. $1.50.

In this book the author attempts to give a full explanation of the modern dance, its distinguishing characteristics, and the ways in which it differs from other types of dancing. With this as a starting point, the author discusses dance forms and the relation which exists between the dance and other arts. The volume should prove particularly interesting to teachers and students of the dance.

Snap Judgment.

By Herbert E. Marks and Jerome S. Meyer. Simon & Schuster, Inc., 386 Fourth Avenue, New York. $1.00.

Amusing entertainment which tests memory and power of recognition is offered here. How good is your memory for people, famous paintings and well known buildings? This game will test it to the limit.

The Popular Book of Entertaining.

By V. C. Alexander. J. B. Lippincott Company. Philadelphia. $1.00.

There are eighty-one games and competitions and seven playlets in this book which is full of suggestions for party programs for young and old. Story competitions form an interesting section.

Community Activity Manual.

A Program of Recreational Activities and Leisure-Time Guidance. Published by the General Boards of the M. I. A., Salt Lake City, Utah. $.50.

This is the second activity manual issued by the M.I.A. presenting a recreation program for the use of community activity committees. It contains a study of recreation as it pertains to various age groups and to the community as a whole, courses in dancing, drama, music, public address, storytelling and conversation, and suggestions for M.I.A. events, holidays and special occasions. While the book is designed for the use of a special group, it contains much of interest to recreation workers in general.

Standards for Junior High School Buildings.

By N. L. Engelhardt. Bureau of Publications, Teachers College, Columbia University, New York City. $1.50.

In this book, prepared for use in connection with the Strayer-Engelhardt score card for junior high school buildings, detailed information on sites and layout of grounds offers much of interest to recreation workers. "To carry out a program for the junior high school no site of less than ten to twelve acres will suffice," states the report. "The aim in planning play fields should be to provide a variety of outdoor activities and in such numbers that most of the pupils can be occupied at one time in different types of recreation." The report contains diagrams for all the major sport courts and fields and gives specifications for construction. Standards for the construction of the buildings themselves include suggestions for gymnasiums, assembly rooms, stages, household arts and industrial arts departments, wood working rooms, drawing, music and art rooms and similar facilities.

Dance As An Art-Form.

By La Meri. A. S. Barnes & Company, New York. $1.50.

The story of dancing in many countries is told in this interesting book which begins with a defense of dancing followed by a brief history of Occidental dance art, the ballet dance, the free dance, the ethnologic dance, Eastern dances, the Spanish dance, European national dances, and American dances. The book concludes with an unusually complete glossary of terms and a bibliography.

Athletics for Girls.

Prepared by Department of School Health and Physical Education of the National Education Association. Published by National Education Association, 1201 Sixteenth Street, Washington, D. C. $.10.

This pamphlet dealing with principles and policies has been published in an attempt to answer some of the questions asked by people who are concerned with athletics for girls. Although designed especially for the use of administrators and teachers in junior and senior high schools it will be of interest to recreation workers, physical directors, parent-teacher associations and similar groups and all who are working for the welfare of girls.

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And What Are Leisure Activities?

What Do Individuals Want To Do In Their Free Time?

FIRST, LEISURE ACTIVITIES are more than recreation and more than education, except as we use education in the sense of being practically synonymous with life. The time may come when machinery will replace entirely the labor formerly done by slaves, and such work as there is will be play and recreation, and most of life will become recreational. And of course if we are wise enough we can extract some education from every activity and from every experience.

But using words in their more commonly accepted sense and thinking of activities not as God thinks of them but as the person carrying on the activities thinks of them, much leisure activity is outside the commonly accepted recreation and education programs.

Many friends, when I ask them what they like best to do, after hanging their heads and apologizing—finally get up courage to tell me that they would not want to be quoted but "what I really enjoy most is eating"!!! And why not? And why so apologize?

Other friends, again after sufficient apology, tell me they like best to sit and talk—if the other person or persons do not do too much of the talking.

Again with apology I am told, "I have to confess that I suffer from spectatoritis. I know that I ought to do things myself, but I much prefer to watch other persons in dramatic performances, to watch other persons in athletics, to watch other persons play games."

No one is ashamed to confess that he likes to read; indeed this statement is made with properly concealed pride in one's self.

It is quite evident that many are not good judges of what they like to do. Their wives and friends are better sources. Several ignored what I know to be their chief delight—just being with their family and their neighbors—in other words, fellowship.

One activity not mentioned to me by any one was religion. Perhaps because it was too deep to talk about. Activity in behalf of the church is a source of evident enduring satisfaction to many. Leisure is made for this activity when otherwise there would be no leisure.

Some of my friends are finding their greatest pleasure in civic and neighborhood association activities. Often they talk to me in terms of duty, but I suspect them of working much of the time for pure joy.

And what shall we say of the men and women we know who sit up all night at meetings where they serve without pay as members of school boards, park boards, and as members of party campaign committees? Governmental service has its devotees and much leisure is thus used and more ought to be and will be as free time is increased.

What men will pay for boxing, prize fighting, professional baseball, the regular theatre, motion pictures and other forms of commercial recreation tells the story of the popularity of this form of use of leisure.

Music is mentioned by many and has a very high and a very deep place. Drama seems to have tremendous power over those who once give themselves to it. No hours are too long and no one's property is safe when the play is being staged. Nature activities appeal to all ages. Craftsmanship apparently has a growing appeal. Painting, sculpture, art in all forms has a greater response each year among people even of ordinary capacity as well as among the more gifted. The hold of athletics, games, dancing, and social recreation is a matter of common knowledge. Travel is not only by ocean liners and by autos, but also on bicycles and tramping on foot. The demand for trails for tramping grows. Acquiring knowledge through classes, formal and informal, has its distinct place. Those who care for scientific experimentation may not be so numerous as certain other groups, but they lose themselves completely in what they do. Discussion groups of all kinds play an important part in leisure. Listening to the radio may not be quite so passive as one would at first think. Shopping —window, and otherwise—for some painful, is to others a joyous leisure time pursuit.

In other words, free time activities are as varied as life itself and no single word can compass them all except as that word is used in a sense as wide as life itself. Happy is the individual for whom all life, and work, and all leisure have an element of recreation, education, comradeship, religion.

It is not for recreation workers to enter fields already occupied in a given locality, but the things which men want to do when they have free time and when they have no ulterior motive are many and varied, and there are times when workers will see opportunity to give aid to libraries, to adult education, to activities for the community, to government service, even to the religious use of leisure.

Leisure does not belong wholly to the school, the library, the recreation center nor to any one movement. Nor can it be captured by any one movement through money, through number of members, through power of organization. What group can give the most service in a non-institutional way? What group can build in terms of what is necessary for meeting leisure needs for abundant living—keeping in its own field and not duplicating the work of others? What group can keep from thinking overmuch of its own survival? What group can avoid competitive definitions of its field that are for the purpose of enlarging its own areas? That group is apt to be the group with the most tality and the greatest survival capacity and val ue.

HOWARD BRAUCHER.

When the Piper Pipes

"To the rats I shall pipe, and each shall hear the sounds he loveth best; one shall think of cheese vats, and another of the opening of butter tubs, and still another of cupboards of conserve. And I shall pipe from street to street and all shall follow me. Frollicking, dancing, prancing, advancing shall they come, until into the river deep and wide I will plunge them, and all will drown and never a rat more will trouble your town."—From "The Masque of the Pied Piper."

Leisure Time and Educational Opportunities and Needs

As chairman of the Executive Committee of the Adult Education Council, Dr. Overstreet presents some of the needs.

By HARRY A. OVERSTREET
Professor of Philosophy
College of the City of New York

BEFORE WE GO far toward developing a plan for the wise use of leisure time, it would seem advisable to ask what kind of individuals we wish to develop in this highly complicated world of ours. It would seem advisable to ask this both for the sake of the individuals who are to live as members of our society and for the sake of the society which is to have them as its members. Without going into elaborate detail, I think the question can be answered somewhat along the following lines:

The bane of any society—and particularly of a democratic one—is an ignorant citizenry. Hence, in the first place, we need individuals who are realistically informed about the current scene. But the current scene is a changing one. Society is an on-going process, moving from level to level of achievement and valuation. Hence, in the second place, we need individuals who have imagination as to the possible, the still unrealized human scene. Furthermore, the age is a social one. Individual needs and relationships ramify in all directions, and it is more than ever true that no man liveth to himself alone. Hence, in the third place, we need individuals who can work understandingly and effectively with other people. Again, despite the temporary recrudescence of dictatorships, the age is, and promises increasingly to be, a democratic one. This means that direction must come from within the society itself and not from some usurping force outside and beyond it. But a society capable of self-direction must be made up of individuals capable of similar independence of initiative and judgment. Hence the further requirement, namely, individuals who have within themselves the resources for intelligent self-direction. Finally, the outstanding conflict of our age is that between self-interest and the common welfare. Hence we need individuals of good social will, individuals habituated to a point of view, or philosophy of life, which places the common welfare as paramount.

Obviously individuals with all these qualities are made, not born. The most significant part of the social process must consist in taking the creature as he comes into the world—ignorant, directionless, unsocialized— and helping him to build himself into the kind of individual who can be intelligent and happy within a growing society, and who, at the same time, can intelligently and happily assist that society in its process of growth.

Extending the Educative Process

Hitherto this educative process has been confined to the years of childhood and youth. But it becomes increasingly apparent that most of the problems which adult life has to confront have no place within the years of childhood and youthful schooling. Also it becomes obvious that opportunities present themselves in adult life for which childhood training can scarcely make adequate preparation. Contemporary society, therefore, requires for its members an educative process that extends far beyond youth into the years of adulthood. This

In this issue we continue the publication of reports from the hearings of the New York Committee on the Use of Leisure. This will complete the series of addresses to be published in RECREATION. Other reports have appeared in the December 1933 and January 1934 issues of the magazine.

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is perhaps the most significant new point of view which has entered the human scene. As it grows in clarity and persuasiveness it promises to open up a whole new enterprise for our civilization, namely, that of making available to all adults opportunities for a continuous illumination and enrichment of their life.

We can be certain, therefore, that the adult of today and tomorrow will request and will be given much that his forerunners neither asked for nor were offered. Thus, he will ask for full opportunities to gain the knowledge that he ought to have about his environing world. He will want mature access to the physical sciences, so that he may know the kind of universe he lives in. He will want access to the social sciences—economics, political science, sociology—so that he may know the kind of world that man has built for himself. Again, he will want to know maturely how his contemporary world came to be the world it is. He will want history. Again, he will wish to know the facts of human nature in his fellows. He will wish to know these facts, not academically, but functionally, so that he may adjust himself effectively to his social environment. And he will wish to know the facts about human nature in himself. Although he is nearest to himself, he is often farthest removed from an understanding of himself. He will want an understanding of himself in such terms as will make it possible for him to utilize his powers and evoke his latencies.

Finally, gifted with factual knowledge about his world and about himself, he will wish to know why the world as it is is not the world as it conceivably might be. Told that he will find answer to this insistent question in literature, art, sciences and philosophy, he will ask that he be given full access to these, to the end that he achieve for himself some measure of wisdom about the whole human process.

And so out of what society needs and what individuals need, a new educational enterprise shapes itself. As yet this enterprise of a continuous, realistic, functional opening up of the mind of the adult is realized only in small degree. But the very necessities of our modern existence indicate that it is destined eventually to play a major part—if not *the* major part—in the life of civilization.

Opportunities Available

Small as the beginnings of such an enterprise in adult education may be, a community such as our own shows surprisingly both the persistent demand for it and the degree to which the demand is met. It would be boresome to go into figures and descriptions, but a survey made by the New York Adult Education Council shows some eighty sizeable institutions and organizations within the city devoting themselves, along fairly extended lines, to the education of the adult in the directions mentioned; and in addition, many informal semi-private groups which it is difficult to inventory. These efforts include single lectures and series of lectures, forums, discussion groups, and classes for intensive study. They cover practically the entire field of mathematical and physical science, economics, politics, sociology, history, art, literature, the languages and philosophy. They range from opportunities completely open to the public to the opportunities available only at the cost of a tuition fee. Agencies which sponsor such enterprises in adult learning obviously deserve generous support, both public and private.

Of the opportunities now available, it may be said that they are by no means operating up to capacity. Lecture halls are hospitable to still larger audiences. Classes of all kinds are ready to welcome the adult who comes seeking instruction. Indeed, it may be happily asserted that there is no absence of facilities open to adults; too often the facilities go begging for individuals to use them.

This brings us to what is perhaps the major deficiency in our present community situation. There is no adequate means today for making the tie-up between facilities ready for service and adults who would utilize those facilities if they only knew where to find them. In a great city like New York there is sorely needed an adequate and easily findable clearing house of information to which the individual can go, where, with no loss of time and without cost to him, he can be directed to the finding of that which he desires. This service, in the past, has been partially performed by various agencies, even at the expenditure of time and effort which they could ill afford. No thoroughly adequate plan for adult education in New York City can be visualized which does not include a thoroughly comprehensive center of information and educational advice.

I add the words "educational advice," for the individual who comes seeking information as often as not needs to orientate himself in the whole educational situation and needs, therefore,

(Continued on page 535)

An Educator Looks at Work and Leisure

By GOODWIN WATSON
Professor of Education
Teachers College
Columbia University

"When an educator looks at work and leisure in the light of experiences with youth, he is forced to conclude that adults have not organized their world very well. Life is too burdensome and free time too empty and barren. It would seem that both need to be modified."

EDUCATION has been extending its field rapidly. It now concerns itself with the whole life of the community. From concentrating upon youth it now considers every age level; from training people simply for a limited number of vocations, it now considers itself responsible for the development of leisure-time interests as well as of work interests. That brings education and statesmanship into alliance, because each is trying to consider the whole rather than the special part or aspect. From that point of view it is not strange that we have to raise some questions that challenge rather fundamentally the point of view that has been presented to the Committee by most of the speakers whom I have been privileged to hear.

It has been usually assumed that work and leisure should or must be distinctly separated. From the educational point of view the distinction is not clear; it does not seem to be necessary and it certainly is undesirable. The distinction between work activities and leisure activities is certainly not in the thing itself. Almost any activity may be work for one person and recreation to another. The difference is less in what we do than in the way in which we do it, the spirit in which we do it.

In schools we have discovered in recent years that the best all-round living is not made up of concentrated grind and empty relaxation, nor of any alternation between those two. When children in a good modern school are preparing a play, or editing their magazine, or getting up a campaign to rid the town of flies and mosquitoes, it is very difficult to say whether they are working or having fun. Actually many of the values of work and play are combined. The sharp break which has been assumed here often between work and leisure seems to me to be unsuited to man's biology, his psychology, and his sociology.

I understand that humanizing work is not the main business of this committee, but it may be well to remind ourselves, particularly employers and makers of NRA codes, that there are two ways of accomplishing the economic result which they have in mind. One is to have people work in concentrated fashion for four hours or six hours a day, and then have the rest of the time full of nothing. The other is to do the work in a different and more leisurely fashion. It may not be applicable in every type of occupation, but certainly short hours of intensive grind followed by long hours of nothing important to do, are hardly a paradise.

Actually many of us who keenly enjoy our work and who work at it ten or fifteen hours a day from choice, organize our own living in such a way that it is extremely difficult to separate work and leisure. Often we say we have no leisure, by which we mean that all the time we are busy doing something that seems to us important, seems to us worth doing, and at the same time which we enjoy doing.

This attitude is not new. When an Indian made a canoe or went hunting, it was hard to tell whether the activity should be called work or play. When a pioneer ancestor went to quilting bees, corn huskings and barn raisings, he took part in real life enterprises which combined good fellowship, recreational value, creative participation, and the doing of something that was regarded as distinctly important.

Turning to our leisure-time activities, it seems to me that the center of attention has been on activities that for the ordinary citizen are too unimportant. That is obvious with reference to a great many of the froth activities—bridge, jig-

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saw puzzles, movies, lectures, loafing, which fill up a great deal of the time at present. But I wonder whether, if we use this criterion of the project, that is, the integration of doing something vitally important for the individual and community with enjoyment, we can't find a better solution. Any kind of free time is certainly no premonition of paradise.

What can we create in a metropolitan, twentieth century civilization that will be a good substitute for the good times our forefathers used to have when they met to fix up the church roof, or to have a chicken dinner, or to boil down maple sap into sugar, or to carry on a town meeting? The answer turns us, it seems to me, to another fact which has not often been emphasized here. In spite of the age of plenty which has been mentioned, in spite of the tides of talk about turning from production to an age of consumption, I suppose not five per cent of our people have at present as much food and shelter and clothing and furniture, recreational opportunity and so on, as they want. The existing economic system forces them to stop working for pay before they have earned all they want.

What do you do? It seems to me that the answer, at least the next step, would seem to be to help these people to use some of their free time to produce things which they very much want but could not otherwise afford. Maybe it will be hats, maybe it will be plays, maybe it will be furniture, maybe it will be tennis courts, maybe pictures, perhaps trips, maybe it will be cooperative buying; perhaps it will be child care and service in the home.

I should begin by a survey which would ask citizens in every walk of life: What would you do if you had 20 per cent more income than you have at present? I should work out a leisure-time program schedule to give these millions of people a chance to come as near as they can in the use of their leisure time to the achievement of that level of life which they would set for themselves in answer to such a question.

Of course, I don't mean more time at the same old kind of work. I mean a new quality of experience like the work in the modern school or the club at which children voluntarily spend long hours. I mean giving them the fun of making their own plans as to how they shall do it, the right, of course, to decide when they shall begin, when they shall stop, the companionship of friends whom they enjoy, but above all, a sense of accomplishing something that is for them vitally important. Every project of this integrated sort would seem to me to be a contribution not only to the use of leisure but a model of what all our working time ought to become in the near future.

One further suggestion: You understand my basic assumption is that people should use their free time to do the things that matter most to them, but whenever people, groups of citizens, try to turn their wishes into reality, we have what may be called political activity in the broad sense of the term. I suppose it is true that our population is generally politically illiterate in the sense that they do not know how to act together for the ends that they care most about. Is there a possibility that free time could profitably be used in this way?

I was greatly interested in Mr. Braucher's question to Secretary Newton Baker the other day as to whether it might not be possible to use leisure time in connection with voluntary public service. If we carry that on down and imagine the sort of activities which engage the attention of this Committee, multiplied by the hundreds, so that thousands of citizens have an opportunity to participate in investigating how their city and how their economic life and how their government can be made better to meet their basic needs, I wonder if we don't have another helpful answer.

Unfortunately, so many of the proposals which I have heard discussed here seem to me to be proposals to use free time to distract people from getting the things which they most want. Organizations seem to be offering "busy-work" to help needy people forget their basic troubles. That seems to me to be the opposite of a sound educational approach, which must begin with what people want most and help them get it. We must organize groups centered about common needs and problems, and help them make effective progress toward whatever they most deeply and strongly desire.

Dr. Overstreet has suggested a program which seemed to me to stop short of complete educational significance because it ended with ideas rather than with achievement and action. I am talking about a program of political pressure, economic pressure, publicity pressure, educational pressure, which looks to achieving things and not merely understanding or appreciating them. I am looking toward a program which will really blend enjoyment and fellowship in a sense of doing the thing that is vitally important.

The Leisure Services of Museums

Our museums of art and natural history must play an increasingly large part in the development of the effective use of leisure time.

Leisure Services of Art Museums

By HUGER ELLIOTT
Director of Educational Work
Metropolitan Museum of Art

THE METROPOLITAN MUSEUM OF ART is open every day in the year from ten to five on the first five week days, from ten to six on Saturdays, and from one to six on Sundays. On Mondays and Fridays an admission fee of twenty-five cents is charged but admission on those days is free to members of the Museum, to teachers and pupils from the public schools of the city, and to holders of student's cards. These cards may be obtained by any duly certified student or practitioner in the field of the arts and permit the holders to copy or sketch in the galleries.

> **"The first duty, perhaps, of a great museum of art, is to collect great works of art so that these may be enjoyed by the people. The next step is that of getting people to enjoy them."**

From October through June, at half-past two on Saturdays and Sundays, talks, free to all, are given in the galleries by members of the educational staff. These afford the visitor the opportunity of studying the collections in chronological sequence.

The instructor meets the visitors in the entrance hall of the Museum and conducts the group to the gallery where the talk is to be given. The auditors are encouraged to ask questions and to discuss the various points that come up in the talk. At the Information Desk and in the Library the visitor may consult a brief list of books dealing with the topic or period under discussion. In addition to this, appointments may be made on these afternoons for talks on special topics, any group being at liberty to ask for such guidance.

At three o'clock on Sundays, from November through March, talks are given by staff members, the general theme being the study of the principles of design and color as exemplified in objects of daily use. The illustrative material used consists of furniture, textiles, ceramics, etc., from the Museum collections and from the many stores that generously cooperate with us in this work. These objects are arranged in a specially lighted alcove at the end of a classroom, and not only are their relations one to another, analyzed, but each is studied in turn for the help that it may give in clarifying the ideas of the auditor concerning design, proportion, color-relations, and so on.

From November through March, at four o'clock on Saturdays and Sundays, the Museum offers its visitors the opportunity of hearing specialists in the various fields of art and archaeology, these guest speakers being drawn from the universities and the professions both at home and abroad. On Thursdays at two-thirty there are free showings of the films produced by or for the Museum.

The members of the educational staff, on week days, meet visitors by appointment. A nominal fee is charged for this guidance, although it is free to members of the Museum and to teachers of the public schools and their classes. A number of lecture courses, ranging in length from six to thirty meetings, are given each winter, a few being held in the evening. Fees are charged for these courses.

The reference library of the Museum, open to all visitors, houses about 75,000 books, supplemented by a large collection of photographs and

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color prints. The Extension Division of the Library contains, for circulation at nominal fees, over 60,000 lantern slides and many colorprints and photographs. The public schools of the city may use them without charge. In the study-rooms, notably those of the Department of Prints and of Textiles, the visitor may examine extensive collections of original material.

It is, of course, unnecessary to stress the value of museum study not only for painters, sculptors and designers in every field, but also for students of the various aspects of the story of civilized man. In the Metropolitan Museum of Art are the records of the aspirations of men through five hundred years of history. The Museum, by means of its vast collections, its publications, and its staff of curators and instructors, offers to all comers the facilities not only for practical aid but for spiritual growth.

Leisure Time Developments of Museums

By PHILIP N. YOUTZ
Assistant Director
Brooklyn Museum

LAST YEAR the Brooklyn Museum extended its hospitality to 754,615 visitors and this year it has already welcomed 698,906 with the probability that the total attendance for 1933 will reach nearly a million.

The policy of the Museum is to meet the visitor more than half way and to give him the kind of suggestion and guidance which will enable him to discover hobbies and forms of recreation and education best adapted to his own needs. We have always been extremely careful, however, in no way to intrude on the visitor or to institutionalize or organize his leisure time in a way that would seem to rob him of the freedom and delight which one associates with voluntary recreation. We feel it is of prime importance that the initiative, even in leisure-time activity, should always remain with the visitor and that our function is to suggest possibilities and inviting opportunities to indulge his interests. In any museum the permanent exhibitions are the starting point for a leisure-time program. In Brooklyn these have been chosen particularly to appeal to the tastes of the community, and the permanent exhibitions have been planned to please not curators or connoisseurs but the visitors who look forward to spending their leisure time in the Museum.

"The work of the Brooklyn Museum may be summed up by saying that it is distinctly a museum of the people and for the people, a very human place, a hospitable center for recreation. Scholarship and research, and even the collections themselves, have all been subordinated and directed to this one end of making the Museum a delightful place for the public to spend its leisure time."

Through its program of special exhibitions the Brooklyn Museum has done a great deal of work in interesting foreign groups of its population. During the last few years there has been a series of national exhibitions. For example, at present there is a Polish exhibition. This was opened with a Polish program and a special appeal has been made to this nationalistic group. By means of these exhibitions the Museum has been able to give a great many groups of foreign origin something of the cultural background and artistic richness which they lost when coming to this country.

Brooklyn people have always particularly enjoyed music and after a few hours of visiting the galleries they like to go to the Sculpture Court for a Sunday afternoon organ recital. This year the Museum has also been fortunate in being offered the services of the New York Civic Orchestra. Every Saturday morning this orchestra gives a program especially for children, which is attended by some two thousand people, and every Saturday afternoon a concert for adults attracts upwards of three thousand. These concerts are held in the Sculpture Court, which makes a beautiful visual background for the program.

During the summer a new education section was built with light attractively decorated studios and conference rooms. Here the docents meet with groups and allow them actually to handle and become acquainted with objects outside the Museum cases. Everything possible is done to give these groups an informal atmosphere of recreation rather than to repeat the schoolroom routine. Children, for example, regard a trip to the Museum as a holiday. Adults come to the department to discuss some object they have bought in a secondhand shop with the same eager seriousness that they might pick out a new fishing rod in a sports shop. A great deal of the education department's work consists in leading a whole series of "interests

groups." Among these may be mentioned as typical the sketching class, life class, soap class, junior art class, weaving club, metal club, block print club, nature club, dramatic club, etc.

Each of the curators and many of the local artists and collectors use the Museum as a convenient meeting place for a small circle of friends or students interested in some hobby especially congenial to them. There is almost no limit to this type of leisure-time activity except that of physical space. If the Museum could be open evenings many thousands more could enjoy group activities and hobbies connected with the Museum collections. As it is something like 100,000 children are served by the Museum each year.

One of the most interesting features of the education department's program is the national pageants which are put on during the year by the children. Often these are closely connected with the special nationalist exhibitions held at the Museum. The children make their own stage properties, write their own plays, and do their own acting. The national fetes held thus far this year have been the Finnish, Ukrainian, Danish, Norwegian, Italian, and Polish.

Besides these various activities intended primarily to give children and adults the kind of a good time which will develop their capacity for further enjoyment, the Museum puts on a continuous program of movies based on historical subjects, special recitals, lectures, design classes, and so forth, which are of a more familiar type. Mention should also be made of the broadcasting program which is intended primarily to reach those who cannot readily enjoy the Museum collections and activities first hand.

The Brooklyn Museum has for many years loaned exhibition material to various centers in Long Island. Without dignifying these loans by speaking of them as a system of branch museums, the Brooklyn Museum has in fact exerted an influence in many centers remote from the Museum and in this way reached a large number of people. One of the valuable aspects of these loans is that they are generally installed and supervised not by Museum staff but by local club groups.

The library at the Brooklyn Museum is particularly well equipped. Its work has grown to such proportions that we are now doubling its capacity both as to stacks and as to reading room. The books in the Museum library have been purchased primarily because of their relation to the Museum collections. Whenever a visitor becomes interested in some object he may visit the library and there find expert guidance for pursuing that interest. During the recent years of unemployment large numbers of people have taken advantage of this opportunity of learning about their favorite collections. The library maintains loan collections of slides, pictures, photographs, and plates. One of the most valuable features of the loan collections in the library is that of plates of modern design. The Brooklyn Museum is the only library or museum which lends out plates from expensive books on modern design, textiles, wall paper, interior decoration, costume design, and architecture. Many of these collections cost $50 to $100. The material which they contain is of prime interest to hobby groups and students. The Museum has long made a practice of dividing these plates up and loaning them out to responsible groups.

One of the features of library work which has had most influence on community recreation has been what might be called the planning service for club programs. Clubs all over Long Island come to the Museum to plan their art, ethnology, and science programs, and the library staff helps them in preparing lists of topics and in securing books on the subject, and in many cases loans material from the Museum collections.

The print department at the Museum has a regular Sunday round table, where collectors may listen to some authority in the field informally discuss the technique of their favorite type of picture. There are three etching classes, which have a studio for making their own prints, a block printing group, and another in lithography. This small printing studio is used to capacity all through the year.

Another department which deserves mention is that of ethnology. During the summer a group of unemployed architects have been constructing a notable series of models of Mayan temples, and these have all been made to exactly the same scale. These architects have made a careful study of the documents and photographs, measurements and excavations which afford very accurate date for their work, and from this material have carefully reconstructed a series of nine temples.

Nature and Leisure Time

By GEORGE H. SHERWOOD
Director
American Museum of Natural History

MUSEUMS, zoological parks, botanical gardens and similar institutions really function as interpreters of nature and her laws. Where can one get a better concept of the immensity of the universe, of the development of all forms of life for millions of years, and of the age of the earth than in a museum which epitomizes nature's work and achievements through the ages? Or where can one become more readily acquainted with our flowers and trees than at the botanical gardens, or with forms and habits of animal life than in the zoological parks or aquaria? Here are opportunities at our very door, to say nothing of those presented in the real outdoors and by nature trails and trailside museums established throughout the country.

The greatest function of the modern museum is to reveal and interpret the laws of nature and truthfully and accurately represent them in its exhibition halls and public contacts. These halls, with their well-labeled exhibits, are great, silent teachers using the important visual instruction method of teaching.

The American Museum's educational programs includes not only its extensive service to the schools, which is utilized by more than 93% of all the schools in the city and which made contacts last year of more than 29,000,000, but also teacher training courses, expert guidance of adult groups through the Museum halls, the lending of special exhibits to branch libraries in the city, and the many lectures given by the Museum directly or in cooperation with the scientific organizations which hold their meetings at the Museum. I shall not make further reference to the obvious recreational and instructional values of the Museum as a whole, other than to say that it can be greatly increased if more extensive publicity is given to its exhibits and services by the press and other agencies, and by having a corps of workers, or "salesmen of leisure," familiar with the Museum and sister institutions speak before industrial groups and welfare organizations such as Boys' Clubs and Settlement Houses.

I can best make my contribution to this subject by calling attention to a few recent experiences in the nature field as observed in activities connected with the American Museum of Natural History. I would like to mention first the nature trails and trailside museums that are springing up all over the country, particularly in the national parks, and I refer especially to the nature trails at Bear Mountain, carried on under the supervision of the American Museum of Natural History in cooperation with Superintendent Welch and the Interstate Park Commission. The almost universal use of the automobile and the improvement in other means of transportation is taking hundreds of thousands of city people into the country, and this has created within them a desire to know more about the objects of nature which they see. The nature trails are for their particular benefit.

A nature trail consists merely of a path through the woods or fields along which visible but inconspicuous labels or markers are placed upon selected specimens. As one strolls along one may learn the name and significance of the particular object. For the past eight years the Museum has operated four types of trails at Bear Mountain, namely, the Biology Trail, the Botany Trail, the Geology Trail, and a History Trail—the last because of the Revolutionary history associated with this area. During the past summer more than 350,000 people visited the trailside museum and the nature trails at Bear Mountain. The small museums along the trail are information concentration points, where the story "Out-of-Doors" is crystallized.

We have laid out indoor nature trails in the Museum which are excellent substitutes for the outdoor trails for those who cannot readily go to the country. The growing popularity of the nature trail movement indicates this is an important contribution to outdoor nature education, appreciated by both adults and children.

Recently there has been a rapid growth in the interest of all classes of people in

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"The contemplation and observation of Nature presents one of the most entertaining and profitable ways of using leisure time, whether this be in the real out-of-doors or among its translations in the museums of science, zoological parks, botanical gardens and kindred institutions. Nature, with its many aspects and with its various methods of approach, can be readily made to satisfy pleasure instincts and to lead one on to a further development that will give a real objective to the use of leisure?"

Enlarged Adult Education Opportunities

By LEWIS A. WILSON, *D.Sc.*
Associate Commissioner
New York State
Department of Education

DURING the months of December 1932 and January 1933, the New York State Department of Education initiated an experimental project in the provision of made work employment for a number of highly trained men and women in need of financial assistance. Funds for the project were provided by the State Temporary Relief Administration. The original grant was large enough to employ 250 professionally trained people who were used as teachers of unemployed men and women.

The program was successful. At the end of the sixth week over 9,000 adults had enrolled in classes taught by this group of unemployed professional people. Today in New York City we are employing 1,500 professionally trained men and women on a made work basis and using them as teachers, as recreational leaders and in connection with a symphony orchestra and five or six small orchestras and bands.

The program of adult education as organized on the emergency basis included work in the field of general cultural subjects, including languages, music appreciation, art appreciation, sociology, psychology, economics and other general subjects. We organized a great many classes in the field of finance and applied arts. These courses have been unusually successful. Large numbers of people have attended them because of their interest in avocational training. The range of art work includes portrait painting, work in clay, sculpturing and modeling, silversmithing, etching, commercial design, scenic design and other allied subjects.

Two courses offered in the field of commercial education have been unusually popular. Thousands of unemployed adults have enrolled for these courses, including a wide range of work in commercial subjects, banking, finance, commercial law, stenography, typewriting, speed dictation, international trade, and the use of bookkeeping machines and other office appliances. We developed a rather extensive program of adult education in the field of home-making which was planned primarily to provide training for mothers who were living on home relief. The courses planned for these women included low cost meals, the planning of special diets for children, the selection of food to meet family group needs and also courses in the making and alteration of clothing, the making of children's clothing and home nursing.

We organized during the summer months, in cooperation with the Board of Education, a recreational program planned primarily to take care of boys and girls of school age and to utilize the playgrounds connected with the public schools during the evening hours for the older groups of young people. This program, during the summer, reached 209,000 individuals a week with an average daily attendance of 35,000 different individuals. We have organized courses in the field of industrial and technical work and some courses in the field of dramatics, dancing, choral singing and a few courses in the field of instrumental music.

The attendance in New York City upon these classes has indicated very clearly that there is a desire on the part of a large number of adults for additional educational training. The enrollment during the summer months when we had a special six weeks' session totaled 53,000 adults, with a weekly attendance of 22,000 different adults. The program at the present time has a total enrollment of about 41,000 different adults with an average daily attendance of about 20,000 adults. The men and women who are employed as teachers in connection with these centers are unusually sympathetic with the point of view of the unemployed adult. They are unemployed themselves. They have a keen personal interest in the welfare of the men and women who enroll in these classes.

At the present time we are paying these people on a made work basis the sum of $15 a week for 22 hours of service. The $15 a week, however, does not represent in any sense of the word the service rendered by this splendid group of men and women who are teaching in these classes.

Our experience in this emergency program leads us to believe that, first of all, there is a need for a

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Leisure Time and Libraries

By FRANKLIN F. HOPPER
Chief, Circulation Department
New York Public Library

"We encourage people to read for a purpose, or to read creatively, or to read to better their income, or to broaden their minds, or to know the best that has been said in the world, or for a dozen other equally laudable purposes, but we do not extensively advertise the fact that reading is fun."—*Mumford Jones*, in the November issue of the *Bulletin of the American Library Association*.

IT IS SAID a danger of the new leisure is that if it does not mean idleness it may be merely a high speed use of the machine in the pursuit of pleasure or even of culture. Many of the current ideas of training for leisure time are concerned merely with filling in of idle periods. Having put vacant time into life, we cannot so easily put life back in the vacancy created. This free time is useful not only for intellectual training for practical ends but also—a matter of equal if not greater importance—for encouragement of reflection and the pursuit of knowledge for its own sake. This new "living time," as distinct from "working time," must be used in learning to live more fully.

Books and reading, freely offered as they are through the libraries, may well be salvation for many. Education comes from life, but when life is all work, the education is meagre. If to work is added reading for study and self-culture, and reading for the very joy of the thing, we may have a full man.

Public libraries as a part of the educational system are nearly universal in this country. In villages and small cities, one finds half the people regular users of libraries. In great cities like New York not more than twenty-five per cent are registered borrowers. Nevertheless, it is not without significance that more than 33 million books were lent for home use in 1932 through the three public library systems and the public school libraries of New York; and the New York Public Library with its sixty branches and sub-branches in Manhattan. The Bronx and Richmond, recorded more than four million reference workers.

There is evidence that fully a quarter of the people everywhere read no books. Only a small part of that quarter are illiterate, but public libraries cannot reach many of them until more simple, easily read and understood books are written and published. Existing books on the sciences and social and economic questions of the time are not comprehensible to great numbers of people who never get beyond the sixth or seventh grade. We sadly need books of the type of the New Russian Primer—simple, readable, authentic. If a quarter of the population are practically without reading experience, that is a challenge to the author and the publisher.

Although there are great stretches of populous regions of the upper Bronx, and parts of Brooklyn and Queens that are practically without library service except for the meagre offerings of travelling bookmobiles, nevertheless, for the great bulk of the population of the city libraries are near at hand.

The differences in the book needs and interests of the varying communities of the city are amazing. The limited demand (if great need) of the semi-rural and small village population, and the insistent call from the sophisticated and highly intelligent groups of certain urban sections, are all to be met and encouraged.

The sixty libraries of the New York Public Library system are organized as neighborhood

book centers to fit the special character of the districts and to supplement for the local reader and student the great research collection at Fifth Avenue and Forty-second Street. A branch building on East Fifty-eighth Street contains fine collections of music and drama, on the theatre and fine arts. On the programs of the Philharmonic, the Philadelphia and the Boston Symphony Orchestras you will read that the scores of the works played may be borrowed from the Fifty-eighth Street branch library. In a library on Staten Island, in a beautiful setting facing the harbor, is a delightful collection on the sea. In a branch in Negro Harlem is a valuable research collection of Negro literature and books on the Negro, used by students and investigators from all over the country. In a library on York Avenue in the center of the Czechoslovak population is the best collection of Czech literature in America. In Fordham is a reference center for the upper Bronx and a circulating library lending three-quarters of a million books a year. These examples show the effort to suit the libraries to the different communities; they must meet their patrons on their own level, and not allow themselves to be railed in, to be set on too high a pedestal.

For the man with new-found leisure, seeking educational opportunities, the libraries afford information, direction, advice. For the man needing vocational guidance, the libraries are equipped both with books and with information about the best places to turn to for help. The man wanting to read and study by himself will be helped by the librarian with lists of books suited to his special case, or if more expert aid is needed, he will be referred to the Readers' Adviser in the Central Building. The librarian's help, advice and books are at the service of the man wanting to develop a hobby, an avocation; for photography, gardening, tennis, woodcraft, drawing, what not, guides are available. Above all, for the man who wants to read for the joy of it, treasures are waiting.

Many a man, displaced from his job, is seeking to find himself in a new field. Enforced leisure not infrequently affords opportunities to develop natural bents or hobbies into productive vocations. Systematic reading planned with the help of librarians can take men far on the new roads. Preparation for many a new job is proceeding with library help.

The city is full of people who are conscious of serious gaps in their educational and cultural equipment, who are coming to the libraries for books to aid in building up their personalities. The extent to which libraries can help the underprivileged in making up for lost years is being proved every day.

Long continued unemployment has caused such a loss of morale and so decreased ability to concentrate in many readers, who were earnestly using the libraries, that they are finding any type of reading beyond their present abilities. It is to be hoped that re-employment and the new type of leisure will quickly make it possible for them again to read profitably.

The line between education and recreation is happily being obliterated. The value of recreational reading as refreshment, and as giving direction into new fields, is not to be overlooked. Choices of reading for the fun of it are many and broad, and freely offered in every library.

In four years, the demands on the libraries of the city have grown some twenty-five per cent. It is sad that in the present year, at the time of our greatest potential usefulness, the helpfulness of the libraries has been grievously curtailed by reduced funds. A reduction in book appropriations of seventy-seven per cent in the New York Public Library has made it impossible to buy needed new books, and even to keep our stock in presentable condition. A certain loss in patronage in the current year was inevitable. Is it not tragic that the need created by the new leisure time cannot be met as the public have a right to expect? In spite of the difficulties of the moment, the librarians of the city are hopeful that ways may be found to make for greater usefulness.

Speaking of the financial difficulties which the depression has caused, Mr. Hopper stated that the total budget had been cut approximately $262,000. Roughly about $200,000 of this represented money which would normally have been spent for books. As a result, the library has not been able to provide in adequate quantity the lighter reading matter for which many people who want recreational reading are coming to the library. There has been an increased demand for books in the fields of social sciences, economics and fine arts.

Leisure As An Economic Phenomenon

By GUSTAV PECK
Labor Advisory Boord
National Recovery Adminstration
Washington, D. C.

> "The economic forces that have supported the short-hour movement are certain to continue, since everybody now sees that our problem is that of managing surpluses rather than grubbing a living from the soil or wearily making things by hand. If I were speaking in industrial terms I would say that the industry with the greatest future ahead of it is that one which will provide the most adequate and satisfying use of leisure time. And that is what I understand your business to be!"

PERHAPS THE MOST striking phenomenon of our day is the steady and persistent increase in the efficiency of labor and in the output of industry. You all have seen figures which indicate the phenominal increase in efficiency first from handicraft methods to machine methods and then during the machine era. Despite all the increases in efficiency which have taken place up to 1914, the period since then has been accompanied by such phenomenal further increases as to have provoked the description for this period of "the second Industrial Revolution."

It is frequently forgotten that the gains in output and efficiency in recent decades have been made despite the steady shortening of the working day. In 1890 the typical schedule of hours in industry was 60 or over. In 1928 it was approximately 48.

AVERAGE HOURS OF LABOR PER WEEK IN ELEVEN INDUSTRIES, 1890-1928 *(a)*

	Average hours per week		Percent decrease during period
	1890	1928	
Bakeries	64.7	47.4	26.7
Boot and shoe	59.5	49.1	17.5
Building	52.0	43.5	16.3
Cotton goods	62.8	53.4	14.9
Foundry and machine shops	59 8	50.4*(b)*	15.7
Blast furnaces	84.6	59.8*(c)*	29.3
Marble and stone	54.7	44.0	19.6
Mill work	52.0	44.8*(d)*	13.8
Book and job printing	56.4	44.3	21.5
Newspaper printing	48.2	45.1	6.5
Woolen goods	58.9	49.3	16.3

(a) Teper, Lazare, *Hours of Labor*, Johns Hopkins, Studies in History and Political Sciences, Series L, No. 1. 1923, p. 49
(b) 1927
(c) 1926
(d) 1924

It is possible that we may have sacrificed the attainments of a larger output and higher incomes for the luxury of leisure, but it is undoubted that leisure is itself a product of economic efficiency. The result is of profound significance for our social life, for leisure can no longer be thought of as a class privilege but has to be conceded as a requirement for normal living. The shorter work day has made work more agreeable and pleasant; it has probably had a favorable effect upon health and longevity and has been a stimulus to the expansion of many industries which serve the leisure of working men and women and their families. The leisure which modern society is able to afford is not rest from labor but rather the occasion for new forms of activity which have developed impelling systems of wants. Without short hours of work such common utilities as pleasure automobiles, sporting goods, beauty parlors, motion pictures and innumerable popular luxuries—as well as all the industries which serve them or depend upon them—could hardly have existed in their present form.

Shorter Hours Justified

At different periods in our history the movement for shorter hours has found justification on different grounds. In the earlier years of industrialism arguments for shorter hours were based on the dangers to health of the long working day and on the inability of workers to develop wider interests and become good citizens because of

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sheer lack of time and opportunity. It was at one time quite generally believed that shortening the long working day would decrease output. When it was discovered that shorter hours would not lessen productivity, that indeed they were frequently accompanied by increased output, the short-hour movement became a more positive thing. Spokesmen for labor now argued for the same wages with shorter hours and they rested their case on increasing productivity. Continuing events proved the soundness of their position. The mounting productivity of industry, the struggle for markets and their more careful explorations, focused attention upon wage earners as consumers. It was believed that fundamentally industry depended ultimately upon bulk sales to millions of wage earners and that many of the newer products were being purchased by wage earners who had both money and time. Time, it was clear, was as essential as money. For of what use would a radio or an automobile or the motion picture on the square be to a wage earner who worked from daylight to dark? The development was cumulative because leisure created increasing opportunities for consumption.

It may be said that in the early days of industrialism workers rested, but they had no leisure. After the general acceptance of the eight hour principle there was leisure, but the grouches said there was not enough rest. Accompanied as the movement was by higher incomes, it afforded the workers an opportunity better to equip their homes, to enjoy family life, to tinker with their cars and radios and to go places. In the post-war period the experience seemed to be proving itself and the shorter work day was accepted as a necessary stimulant to industry.

Thus, it appears that the long decline in the hours of work has been clearly related to the growth of factory industry, to mechanization, and to the increase in the productivity of labor supported further by the social theories to which they gave rise. There have also been adventitious aids, like the religious support of the day of rest, the lead furnished by professional men and executives in making Saturday a half-holiday, the high cost of overtime in union trades and the fact that the Saturday half-holiday is frequently uneconomic. In the last months of the prosperity cycle which ended in 1929 the continuation of these forces in the background and the subsequent existence of wide-spreading unemployment were serving the substance of reality to discussions of still shorter working time, particularly of the five-day week and the six-hour day. In the course of the depression the movement for a shorter work week has been confused by the influence of many contradictory forces. On the one hand there was a growing body of popular opinion, particularly among organized labor, which looked to the reduction in the work week as the surest and swiftest device for returning the unemployed to their jobs. Even before the depression, when it was commonly believed that the introduction of machinery was contributing to the increase of unemployment, the spokesmen of labor urged the shortening of the work week as the most effective solution of that problem. During the four years of the depression, with the rapid multiplication of the numbers of the unemployed, the espousal of this proposal has become more emphatic and more general.

Industry, on the other hand, has been motivated by competitive considerations of cost and price. In the first years of the calamitous decline of the price level and the continuance of the decline for nearly four years, employers in the highly competitive industries or in the competitive areas of partially controlled industries have attempted to exploit all possible sources of cost reduction and in the process have not hesitated to lengthen the work week and to pay their operatives the same wage for more hours of work. In consequence, the standard work week had, by the early part of 1933, been lengthened, and even in unionized trades, by informal agreement. At a time, therefore, when the lack of work and work-sharing arrangements had greatly reduced the average actual hours of employed labor, the standard, normal or full-time week, the number of hours a plant works when it is busy, had in a substantial part of the industry, materially increased.

Then Came the NRA!

With reference to hours and the provision of leisure, the Recovery Program made sudden and radical departures from the slow progress in the reduction of hours in preceding decades. To all the foregoing arguments for shorter hours already advanced there was added a new one of impelling force with which there had been some experimentation in the preceding year, and that is the principle of sharing work. Of course, the Recovery Program involves far more than the share-the-work features, since even from this angle

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When You Ride a Hobby

By CHARLES J. STOREY
New York City

There are no uninteresting, no sad, no lonesome hobbies. So mount your hobby horse and go!

Courtesy Westchester County Recreation Commission

WHEN YOU are riding your hobby, you are re-creating in the true sense of the word, for the phrase means a forgetfulness of all else in the pleasure of the activity. One may play golf, or fish, or go to a play, with more or less enjoyment, but if you can really name them hobbies there is little doubt of their recreational value.

Activity in a hobby means oblivion to all else. Collecting first editions, building model yachts, discussing politics or other people's business may be hobbies and are therefore recuperating. It is the one thing which has no qualifying factor—an activity either is or is not a hobby.

The word is complete in its meaning. One cannot have an uninteresting hobby, or a sad hobby, or a lonesome hobby. It is an indefatigable pursuit of a goal in an enjoyable manner. Children do not have hobbies. They are seldom interested in one kind of an idea or play for a continuous period to the exclusion of all others. R. M. Ogden says there is no coherence among the child's various acts. He explains that the child's mind is pockety and a sudden change from one pocket to another brings no sense of incongruity or contradiction. Children have seasonal desires for different kinds of play. There is a top time and a kite time, or a time for marbles or baseball. But they seldom pursue a certain kind of play year in and year out. They do not need much, if any, relief from tasks, for they are not concerned in building up an opposite interest to work, for example, as adults do when they create a hobby for themselves.

A Great Variety Offered

I know an executive whose hobbies are the building of miniature boats and the collecting of first editions. A railroad engineer built model yachts in his spare time when off duty and spent his holidays in sailing them in miniature regattas on park lakes. There was a young man around the corner who was an amateur drummer and who played in dance orchestras whenever he could bribe the drummer. In New York City is a flourishing art club of business men whose members are amateur artists who sketch, paint and model Hobbies of collecting are as numerous as the things collected from stamps and first editions to match covers.

The radio when it first appeared was called the finest example of an adult toy. Never before has a hobby had such a following. The advent of ready-made sets cut down the number of amateur constructors, but the hobby persists. Seven or eight years ago nine out of ten sets were built by the owners. There is a fascination in putting together condensers, coils and all the shining little gadgets and getting a sound out of them. This was a hobby which needed no clubs or boosting

to make it popular or to keep up interest. At noon hours men, entranced by the numberless bits of mechanism, stood three deep about the display windows showing radio parts. As soon as a man reached home after a hard day's work he was at his radio building. The D. X. or distance fan listened only for the name of the station, and the operator who got the most stations with his home-made set was the envy of his friends. Radio, the most modern gift of magic, was and still is a constructive hobby for adults all over the world.

The release from the fatigue of labor found in doing another kind of labor which we turn into play, such as gardening, carpentry, house painting. etc., shows how we may change work into a hobby. The activities may often be of the same kind and their only difference lies in what we are thinking about them.

Hobbies Indicate True Bent

Hobbies are often the most valuable product of our leisure time. They may indicate more truthfully than any vocational examination what our true bent is. Of course, in adults this information about themselves is usually of no value as it often comes to them too late. Only occasionally does a hobby finally take the place of the man's or woman's daily occupation. Vocational experts now examine the leisure time occupations of the boy or girl for indications of what they really do best. These recreative expressions, especially in the young, have not as yet had the cold seriousness of a life work fastened upon them and are often the untrammeled and unhindered expression of the young person's or the adult's genius. Hobbies as part of our recreative spirit are lightly undertaken but seriously held. Thus they are often clearer answers to the great question: "What can I do best?"

Many great inventions have been the product of the enthusiastic mechanical hobbies of men, who freed from their day's labor, have turned to some all absorbing invention. The autograph camera was the spare time idea of a poor minister. Lewis Carroll's immortal fame rests on his having amused himself making up and telling the story of "Alice in Wonderland" to a group of children. Many a man has developed what was first a hobby into a life's activity. And enough has been written about the advantages of having a passionate interest in some other activity than just business. Robert Browning, clairvoyant and wise as many so-called impractical poets have been, writes in "Shop":

> "Because a man has shop in mind
> In time and place since flesh must live,
> Needs spirit lack all life behind
> All stray thoughts, fancies fugitive,
> All loves except what trade can give?
>
> "I want to know a butcher paints,
> A baker rhymes for his pursuit,
> A candlestick-maker much acquaints
> His soul with song, or haply mute,
> Blows out his brains upon the flute."

The curse of Adam may still be on labor, but hobbies have been regarded as too unimportant to put any curse on. Who can say what this release in spirit is which gives the amateur painter or gardener such forgetfulness of the workaday world? The stamp collector, the man fingering and admiring his latest antique, the builder of his own radio, is in a different atmosphere from his work hours as though he had been transported to another planet. Connoisseurs may know and admire the arts but an amateur painter, though he paint ever so badly, gets a thrill from his art that no amount of culture unacquainted with palette and brush will ever give. Knowledge of construction gained by doing, whether it is a stool or a house that is built, makes every other stool or house more interesting. If our appreciation of the plastic arts or of gardening, for example, is only from observation and not from working at them or in them for fun, then we are, from the cultural standpoint, merely sitting in the bleachers.

The Values of Hobbies

Hobbies have never been given the attention which they should have. Looked on as a by-product of men's lives and often labeled with the terrible label of "pastime" (passing the time). they have been relegated to a very secondary p l a c e . They have been part of the supposedly unproductive leisure time of people. We are beginning to see now that hobbies are often as important to a man or woman as his work. Many

"The unemployed man who occupies himself with some task, even though he receives no pay for it, or who cultivates a hobby of some kind, or who takes part in some of the organized recreational or educational activities in his community, is taking a long step toward keeping his mind from rusting and his personality from growing crabbed." George K. Pratt, M.D., in *Mental Hygiene Bulletin*, November-December, 1932.

a man has found his hobby a means of relaxation in time of mental and physical stress in his daily occupation.

The man who has a hobby has provided himself with entertainment for a rainy day. It is like putting money in a bank. He has saved up an interest for times of disability and often old age. It is one thing that a man never retires from. He might have to give up his business or he might wish to give up his business, but he will never wish to give up his hobby as long as he has strength to occupy himself in it.

He will occupy himself with his hobby in times of boredom or even disaster when all other interests are dead. I have always thought that if Nero actually fiddled while Rome burned, it was because fiddling was his insatiable hobby to which he turned with philosophical calm in the midst of an unavoidable calamity.

The amateur gardener, the collector, the amateur mechanic, the man who writes for fun, or the man who paints for fun, has a reserve fortune which is worth more than gold.

The hobby or a powerful, constructive or creative interest outside of our daily occupation, is the serious and important part of our recreative life. It is one of the tangible evidences of a right recreative program in our lives. This is a very solemn way of saying that if a good time was had by all, each would have some fun left over for a rainy day of life when the supposedly all important life work may cease to be so lively looking.

People should have a more alluring occupation in old age than sitting on Florida hotel porches and listening to the hardening of their arteries. Homes for the aged are full of idle people not because the inmates are decrepit but because they have no hobbies. To labor long and earnestly is not enough—we must recreate just as earnestly. And a hobby has not only an immediate satisfaction; it has also a future reward—a recreative "hang-over" which is of great value. It is a matter of the imagination and of knowing what to do. Some are bored when not at work and seemingly cease to celebrate in their hours of ease as did one college boy who came home to his father's farm for over Saturday and Sunday. Not finding any of his usual recreations at hand, he complained to his father that he really did not know what he could do with his "week-end." "Put your hat on it, son, put your hat on it," his father replied. That is what is the matter with a good many of us after a day's round of some uninteresting work. We spend all our brains on our work and none on our leisure. Being bored at any time, either in youth or old age, is traceable to the lack of resourcefulness in entertaining oneself. A hobby is as good and better than a continual picture show. And what more can be said of it in these cinema days?

Photo by Wallace Hutchinson
Courtesy U. S. Forest Service

Hiking and mountain climbing-hobbies of the greatest recreational value to many who love outdoor life.

A Form of Insurance

Hobbies, like other forms of recreation, must be acquired. If

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An Old Art Serves a New Age

By
IRENE ARMSTRONG
Boston, Massachusetts

IT IS A significant fact that the oldest of the arts, that of pottery making, should play a vital party in one of the newest of programs—planned leisure. Yet this is readily understood when the power of the creative instinct, the love of beauty and the grace of service are taken into account.

It was not by mere chance that seven years ago the Paul Revere Pottery, of Boston, Massachusetts, recognized the recreational possibilities of adding an educational feature to its studio work which then covered a wide field. The dividends that resulted to the school, even from the start, were sizeable. In frequency and proportion there has been a steady increase. That these bulk large in mental rather than monetary value adds to the satisfaction of the shareholder.

The Paul Revere Pottery is situated among hilltop gardens, less than half an hour's ride from the centre of Boston. As far as is known its School of Ceramic Art is the only school in the United States where classes in pottery making are held in connection with the established business itself. Here are taught both hand-built and wheel-thrown pottery. Other stages in the course are the Early Egyptian, the Greek, the Chinese, the Persian, and lastly the Modern.

It is a truism that given opportunity the creative instinct of an individual brings freedom of spirit. It brings also delight to the creator. A visitor to the school would see tangible evidence of this in the pardonable pride and pleasure which pupils, both adults and children, take in their handiwork. To illustrate: A young mother, who has spent several weeks' class time in making tiles for her child's nursery, awaits the unpacking of the kiln. As the ware comes forth from the white-heated furnace, the kiln packer sees them only as gay and artistic panels. But to the mother who fashioned them they are something far more than pretty tiles for a nursery fireplace—into their making has gone something real of herself. Another woman's interest is also for others. To her Christmas means the sharing of home-made gifts. Last year she bestowed upon thirty-five delighted friends pottery jars filled with honey from her own hives. The small jars varied in color and design and each carried out the preference of its new possessors. A man, who works at night at the city desk of a morning newspaper, is one of an afternoon class at the school where friendly rivalry in carrying out individual fancy runs high. His particular hobby is pitchers—large and small, high and low, slender and squatty; some with designs, some plain, others with monograms, but all showing the careful, even affectionate touch of the artist.

And the harvest of the leisure hours of these men and women is a rich one, both in past and future enjoyment; it is lovely to look upon, and the list of products of even one season's classes is a long one. It would be sure to contain an orange and black supper set for a bachelor's camp; a large garden pool base and fountain; lamps of many a type; candlesticks, vases, and an

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assortment of figurenes that would satisfy the most ardent collector of this fascinating ornament. There would be desk-sets, book-ends, boxes of every conceivable shape and pattern. And there would be an array of imaginative animals that doubtless were inspired by Winnie-the-Pooh, but which certainly out-Noahs the original Noah's ark!

Personal inclination and individual expression by members of the classes are given free play, although in initial stages the work is always supervised by an instructor. This balanced method of instruction (natural cooperation of pupil and teacher) combined with the stimulus of companionable competition, makes an inviting atmosphere for the pupil's development. The discipline is an unconscious lever, yet it is sufficient to prevent bad taste in the fashioning of the ware. True, there is an infinite variety in results, as in concept, but the guiding influence on the beginners' adventures prevents any unfortunate result.

The educational phase, as distinguished from the recreational, has much to its credit. The school has sent forth men and women to be instructors in schoolroom and at camps. Pupils have become so proficient in conception and execution that the selling of their handiwork has meant a gratifying profit. And of outstanding satisfaction to the school is the fact that in not a few instances this work has proved to be a splendid medium for those who are handicapped. Not only has what at first was timid application developed into absorbed desire to fashion a better thing, but better health has come to them, as well as opportunity for financial return where formerly there had been a hopeless incapacity.

In November the Paul Revere Pottery celebrated its twenty-fifth anniversary. It was established by Mrs. James J. Storrow of Boston to provide a group of girls with some means of earning money to carry on their education. She remodeled for this purpose a house on Hull Street in the shadow of the Old North Church — hence the name Paul Revere. Edith Brown, a graduate of the Boston Art Museum School and a student of Bela Pratt, directed the girls who came to learn how to make bowls, then their only output. The handicraft became more and more successful, until the limited quarters were outgrown and Mrs. Storrow built a group of buildings on Nottinghill. Under Miss Brown's direction the project progressed until within a few years from its first expansion the Paul Revere Pottery was acknowledged to be a real credit to American handicraft, and was sold all over the United States, in Great Britain, Europe, Asia, Africa and Australia. One of the most popular designs which Miss Brown evolved in the early days and one that still remains a prime favorite, is the bread-and-milk sets for children. *Betty—Her Mug, Junior—His Plate,* and *Norton's Bowl* continue to delight children (and, be it said, even grown-up children as well) who exclaim when seeing their own name on

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The expression of the creative instinct brings freedom of spirit and delight to the creator.

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Challenge of the New Leisure

Courtesy of the New York City Story League

By JESSE F. STEINER

THE AMERICAN nation, which has deified work and looked with suspicion upon leisure for the masses, has in its search for economic recovery suddenly faced about and granted the boon of greater leisure to its toiling millions Almost overnight the dreams of working men and women for shorter hours of labor have been turned into reality. Even the most optimistic a year ago would hardly have dared to predict such rapid and wholesale steps in the direction of expanding leisure. Through the administration of the National Recovery Act the forty-hour week has come into vogue on an unprecedented scale, thus multiplying enormously the free time of the rank and file of the gainfully employed.

Increase in Free Time

A slight computation makes clear the amount of time at the disposal of the worker employed on a forty-hour-week schedule. Allowing twelve hours a day for sleep, eating, travel to and from work and other necessities, the time remaining for the cultivation of his own interests is more than five hours a day for six days of the week with Sunday thrown in as an additional full day of leisure. Or if his forty hours are completed within five days, he has two full days of leisure besides four hours of free time on each of his working days. According to similar computation, the man who formerly was compelled to work twelve hours a day had no free time except on Sunday, and one working ten hours had only two hours of free time each working day.

The new leisure of the workingman stands in striking contrast with the meager amount at his disposal during the past generation and already has attained sufficient proportions to carry with it extraordinary possibilities for good or for ill. After ample allowance is made for time consumed in travel to and from work, the present-day workman has more hours of leisure than he spends in his regular employment.

This new leisure is by no means an entirely new development; it has been coming in cumulative fashion during the past 100 years. In the early part of the nineteenth century, when even children were working in English mills sixteen or eighteen hours a day and when a twelve-hour day was regarded as a matter of course, leisure for the mass of the working people was nothing more than an illusive dream. But, with the advance of the machine age, hours of labor began to decrease. The twelve-hour day became less common, and finally in 1923 it was routed from the steel industry, its last great stronghold.

Strikes for a ten and a nine hour day were features of the closing quarter of the last century, and the eight-hour day became a goal that seemed possible of attainment. Long before the depression the eight-hour day had been established in a large number of industries and many groups of workers were enjoying the benefits of an even more abbreviated time schedule. The forty-hour week, to which so much publicity has been given recently, is not a new departure, but its sudden application to so many lines of work and the remarkable manner in

The National Recovery Act with its code of reduced working hours, is focusing the attention of the nation on the problem of the use of leisure. The subject is considered in this article by Dr. Steiner, Professor of Sociology, University of Washington, who made a study of trends in recreation for the President's Committee on Social Trends. It is reprinted here through the courtesy of *The New York Times* and of the author.

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which it is being accepted as a way out of our present economic difficulties have caught the imagination of the American people and given new meaning to the long and dramatic struggle for a larger amount of leisure.

"Today, because there is not work enough to go around, we are forced to look for new virtues. We are learning the value of life. It does not lie in abasing the flesh but exalting the mind and releasing the spirit. Work cannot be the end of life, and keeping alive is not the end." — From the *Junior-Senior High School Clearing House*, September, 1933.

Our new leisure has without doubt come to stay. The shorter work-day and the shorter work-week must be reckoned with as permanent facts. The busy bee that toils early and late so that it may not come to want is no longer an appropriate symbol for our modern industrial world. We are entering upon a period when we will not point with pride to achievements made possible by unremitting toil. Our emphasis upon the beneficence of labor now includes also provision for adequate leisure. The old idea that the devil finds work for idle hands to do expresses a suspicion of leisure out of touch with our new thought and practice. The American ideal is to do our work expeditiously so that plenty of spare time may remain for the cultivation of our leisure-time interests.

Problems Involved

While this onward march of leisure is most gratifying, it brings in its train problems that are not easy of solution. The exploitation of leisure time has always been a profitable financial venture for those interests that cater to human weakness and promote habits that tend to degrade rather than build up. Liquor, prostitution and gambling have long been favorite devices of those who seek profit through the commercialization of leisure. It is not without significance that the extension of leisure and leaglized liquor are entering upon the stage of American life at the same time. One of the problems we face is the role hard drinks will play in the leisure-time activities of the people.

Prior to the World War the purveyors of liquor were the most successful exploiters of the surplus time and money of the rank and file of our workers. The saloon was popularly known as the workingmen's club and behind its swinging doors and glazed windows were found stimulation for jaded nerves, social intercourse with congenial friends, and forgetfulness of the toil necessary in the struggle for existence. But even in those days the evils of this way of spending leisure were plainly apparent. The saloon as a resort for disorderly people and its corrupting influence upon civic enterprises overbalanced its contribution as a needed social centre and was abolished as a festering sore in American urban life.

Through the apparently certain repeal of the Eighteenth Amendment America will again squarely face the problem of liquor control in the interests of law and order. The larger role of automatic machinery that requires skillful handling, the streets congested with automobiles with their constant menace to human life, the growing amount of leisure to be spent either constructively or destructively, are among the new conditions which make extremely unwise any widespread exploitation of the desire for liquor in the interests of financial profit.

It is unthinkable that the pre-Volstead pattern of dispensing liquor will be followed, for the present situation makes intolerable a system of competitive drinking places constantly striving to increase their trade. Americans under the new regime are to have full freedom to drink or to refrain from drinking, but commercial efforts to develop a nation of drinkers cannot be permitted. The old custom of spending leisure, drinking with a party of friends in a cafe will doubtless remain; but public interest demands that it should not become a dominant feature of our modern recreational world.

Undesirable Amusements

Along with the problem of liquor control, there must be faced also the necessity of dealing more effectively with those border-line forms of demoralizing entertainment securely entrenched in the amusement centres of our cities and defying all efforts to curb their activities. There has been no lack of ordinances designed to deal with this situation, but the widespread break-down of local government in its attempted suppression of gaming devices and of resorts that foster vice is a matter of common knowledge. The continuance of such leisure-time activities is possible not merely because of the break-down of law-enforcement agencies. They are also condoned by the public as a necessary evil and we are satisfied if they stay sufficiently under cover so as not to

offend decency or give the city an unpleasant notoriety.

To hold to such a public policy toward demoralizing pleasures in a period of greatly expanding leisure is to tread on dangerous ground. We may be sure that the promoters of disreputable amusements will be most aggressive in taking advantage of this opportunity to enlarge their constituency. Activities that degrade personality, lower the moral tone of the community and destroy bodily health and vigor cannot be entirely abolished, but they can be prevented from excessive growth. If the traditional policy of laissez faire in this realm of commercial amusement cannot be replaced by adequate safeguards of public morals, the new leisure may be a loss rather than a gain to modern civilization.

Perhaps this aspect of our leisure-time problem can be dealt with more satisfactorily by the promotion of wider recreational opportunities than by more drastic governmental control. The indirect attack upon undesirable amusements by creating interest in more wholesome forms of recreation seems in the long run to be the wisest course to follow. Fortunately, during the past few decades great headway has been made in building up a far-reaching system of public recreation, in which emphasis has been upon active sports and games. A generation that has been habituated to long and exhausting toil may eagerly turn to stimulants and idle pleasures, but in this era of greater leisure the more strenuous activities of the playing field will gain in popular favor.

Public Recreation Facilities Must Increase

Our great danger is that proper facilities for wholesome public recreation will be insufficient to meet the strain that will be placed upon them. Each year has seen a greater crowding of our public parks, playing fields, golf courses, tennis courts and municipal beaches. The rapid advance made in extending these facilities has by no means kept pace with the crowds that throng them throughout the Summer season. It is conservatively estimated

With the increased leisure will come increased need for the provision of parks and open spaces.

Courtesy Wilmington, Delaware, Park Department

As laissez-faire retires from the field of industry, it must also disappear from the world of leisure. It is unthinkable that we shall go to the opposite extreme and build up a standardized scheme of recreation all must follow.

that our municipal park acreage should be immediately doubled in order to meet the requirements of our urban population. The additional hours of free time that are now becoming available to many thousands of people will greatly increase congestion in these public places and force many to seek diversion in less desirable ways. It is unfortunate that this enlarged need for public recreation comes at a time when local governments are so nearly bankrupt and when the universal demand for lower taxes makes it impracticable to build more spacious recreational facilities.

In the promotion of our extensive public works program as a means of relieving unemployment consideration should be given to the financing of suitably planned projects in the field of public recreation. Certainly many cities have greater need for field houses in their public parks than for new postoffices, and would profit more by properly constructed playing fields than by extending their system of paved highways. In the meantime much could be accomplished in the way of building up the morale of the people in this trying time by organizing a national program of public recreation following somewhat the pattern set during war days under the direction of the War Camp Community Service.

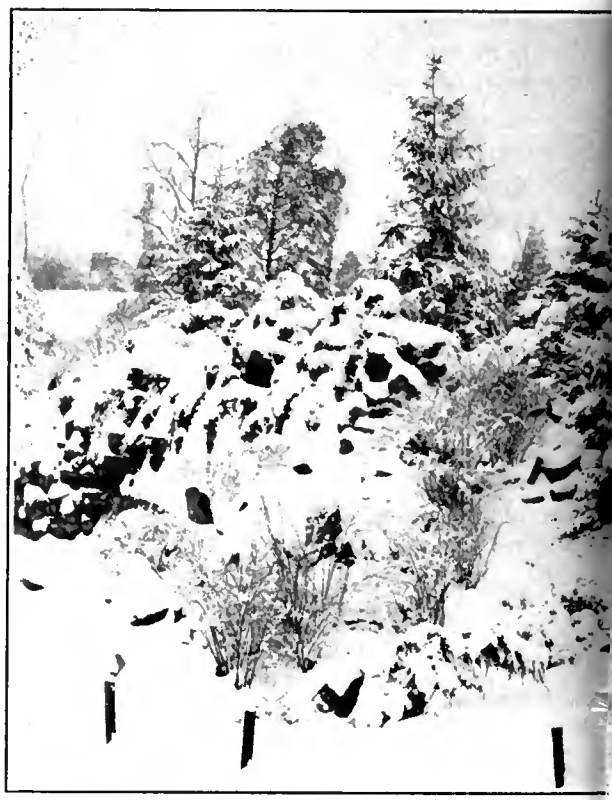
A strategic move of lasting benefit to the nation would be the expansion of the functions of the National Recovery Administration to include responsibility for guiding the people in the use of their new leisure. Such Federal recognition of the importance of this emergent problem would stimulate local communities to develop more adequately their recreational resources and would push forward by years the movement for public recreation.

Winter Recreation

Under pressure of the needs growing out of our expanding leisure, the present inadequacies of our public leisure-time programs are becoming much more evident. Traditionally Summer has been the season of play, and the provision of public recreational facilities has in a large measure been limited to outdoor equipment suitable for use only during the warm months. During the early stages of development of public recreation, when provision of such facilities was looked upon as a new and somewhat unwarranted extravagance, there was no widespread demand for a well-rounded recreational program covering all the seasons.

To a limited extent field houses and gymnasiums were constructed and park systems in certain cities made arrangements for outdoor Winter sports, but it was well known that only a small fraction of the people could be accommodated in this way. It was generally assumed that public recreation would occupy the stage during the Summer months and that commercial amusements would provide the needed diversions during the remainder of the year. With the growing popularity of outdoor games and sports there has been a greater insistence upon the lengthening of the playing season by providing facilities for sports through the Winter months.

The more progressive recreation departments of cities in the snow belt construct toboggan slides and chutes, close to traffic streets suitable for coasting, build high trestles for ski jumps and flood level areas for ice skating and hockey rinks.



Courtesy Board of Park Commissioners, Ft. Wayne, Ind.

In sections of the country where the Winter weather is less severe, tennis is made possible through the construction of concrete courts, golf is played on Winter greens, basketball courts are provided out of doors and vigorous games like football and soccer continue throughout most of the cold season.

The need for suitable indoor recreation during inclement weather is rapidly becoming more apparent as people have more time and energy for play. A much-needed advance will be the construction of more field houses in public parks and the opening of public school gymnasiums and swimming pools and auditoriums for the general use of the people after school hours. The movement to make such use of our school plants, which has long been retarded by official opposition and by half-hearted public support, will doubtless receive new impetus from the eager search for suitable leisure-time activities by increasing numbers of people.

State and National Parks

Nothing has been more remarkable in American recreation than the new interest in travel to remote places for the enjoyment of outdoor diversions. The recent widespread use of our state and national parks and forests ushers in a new era of outdoor recreation. Automobile touring has become one of our major sports, easily ranking first in financial expenditures. Every week-end when the weather permits there is an exodus of city people to adjacent resorts and camping places where mountain-climbing, boating, swimming, fishing, hunting and similar diversions are available. So extraordinary has been the interest in this type of recreation that the congestion of the city is too often merely exchanged for the congestion of the lake shore or the mountain side.

But freedom to follow our free-time interests implies a wider range of facilities than the average individual is able to supply. Social planning and social control must go hand in hand as we build up the world of the future.

With the coming of longer week-ends for larger numbers of people the present extent of open country parks is entirely inadequate. The new appreciation of the recreational value of our waterways and mountains and rough lands unsuitable for permanent habitation makes necessary the acquirement for public use of more extensive open spaces. Of great significance is the extended soil survey initiated by the State of New York for the purpose of restoring submarginal agricultural land to its former wild condition and preserving it permanently as a part of the State park and forest system. Such a policy inaugurated by all the States would go far toward solving the troublesome farm problem and would at the same time lay the foundation for an outdoor recreational system adequate for all our future needs.

The provision of recreation for winter as well as summer is a city's responsibility.

Educational Possibilities

While the new leisure will be valued primarily because of the added opportunities for various kinds of diversions and amusements, we must not overlook the possibilities of using it also for educational purposes. The adult education movement in its efforts to teach English to immigrants, to remove the stigma of adult illiteracy, and to enable the unskilled to learn useful trades, has always been handicapped by the fact that those who most needed this type of education had the least leisure to devote to it. Now with the coming of shorter hours of work even to the lowest grades

of employes, this old obstacle to adult education disappears and the time is ripe for progress in this direction.

This constructive use of leisure is furthered by the great increase in labor-saving machinery which lightens toil so that the workers are not worn out at the close of their hours of employment. It is of great significance that workers now have more energy as well as time for uses of their own choosing. Leisure need no longer be merely a period for regaining strength for another day's work, but can be readily devoted to activities that will increase capacity and skill.

We are to such a large degree unprepared to face the problems of greater leisure because the present generation has had so little training in its proper use. The demands of industry have been placed first in our scale of values. The schools of classic tradition have been replaced by institutions designed to train workers for jobs. Vocational education has taken the lead and we judge the effectiveness of our schools by the facility with which their graduates find employment in the economic world.

There will be a demand in the future for more game facilities and playing fields.

Any suggestion that our schools place training for hobbies on an equality with training for vocations does not meet with popular favor. We are impatient of the so-called frills of education which seek to broaden life and provide means for its enrichment. The National Education Association has called attention to the need for training for the wise use of leisure, but its public pronouncement has not yet brought about any extended change of policy in our public school system.

Very few of our public schools possess either the equipment or the personnel adequate for such a purpose. School grounds are too small for the playing of appropriate games, budgets make no proper provision for play supervisors, the curriculum is not built up with the needs of leisure-time instruction in mind, and when attempts are made to correct the situation the public sharply criticizes this emphasis upon non-essentials.

Social Planning Imperative

The prodigal wasting of so much of our leisure in ill-advised ways is largely a result of our failure to develop a wide variety of interest. A generation that appreciates good books and has cultivated a taste for reading; that has sufficient training in music to be able to sing and play some musical instrument; that has a love for outdoor life and an appreciation of the beauties of nature; that has built up hobbies in different fields of activity such as gardening, mechanical arts, painting, architecture, collecting and the rest; that has early acquired skill in sports and games which can be enjoyed throughout adult years, and that has developed ease and facility in social relationships through wise direction in childhood and youth, will not be swept off its feet by the appeal of amusements of a low order. One of our important problems is the reorganization of our schools so that they may better prepare for leisure.

Since the culture of the past has in very considerable degree been a product of those who had leisure to think and work out their own ideas, we wonder whether this wider extension of leisure will result in an extraordinary step forward in our cultural development.

With leisure becoming the recognized birthright of all conditions and classes of people, we can no longer afford to regard with indifference the nature of their pursuits. Our hit-and-miss methods of providing for the use of spare time are becoming more and more unsatisfactory. As laissez-faire retires from the field of industry, it must also disappear from the world of leisure. It is unthinkable that we shall go to the opposite extreme and build up a standardized scheme of recreation which all must follow. Regimentation in the field of leisure would run counter to its

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Problems of the Adolescent

By CAROLINE B. ZACHRY
New School for Social Research

THE EMOTIONAL needs that motivate the behavior of adolescents are similar to those which motivate children and adults. The only differences between them and the other groups are biological and physical. The behavior pattern is the result of the effort the individual makes to adjust his biological equipment (general physical health and intelligence) to his environment, in an attempt to satisfy two fundamental human needs: 1, the ego need (to put oneself across) and 2, the libidinal need (the necessity for feeling that somewhere each person is loved). The psychologist tries to discover how these needs are being satisfied.

During adolescence the whole endocrine system is in upheaval as a result of which there is usually a more emotional reaction to situations. Environmentally boys and girls of this age do not know where they belong, whether with the children or the adults. In addition to this, their parents frequently do not know whether or not they want them to remain children. Furthermore, adolescents are frustrated by a social order which does not seem to need them. Many are ready for jobs, but there are no jobs for them. This forces them to revert to the childhood pattern, as it makes them economically dependent upon the family It might be helpful to give these people the feeling that the community really needs them. An added difficulty is the fact that parents make decisions regarding their children's choice of vocation.

The public schools contribute difficulties on the ego side to frustrate adolescents by setting up an atmosphere of cutthroat proficiency similar to that of industry, when they have children working for marks rather than interests They then go out and value jobs in terms of wages rather than looking for opportunities that are creative and challenging to their personalities.

The social status of the adolescent is difficult to define as he usually becomes very much attached to an individual for whom he cares so much that he always feels inferior, or becomes too dependent on this person or upon his family and remains infantile. Those young people who seem most sure of themselves are usually most uncertain of themselves and their decisions. Even though we, as adults, do not feel certain about making decisions, we should feel free to discuss things with them frankly. In order to give the adolescent a sense of security in the future, he should be thrown in with adults who can face change.

Every community should use its young people in activities which have intrinsic value. They should be shown the reason for the activity and made to feel they want to carry it on because they love it, whether or not there may be an extrinsic reward. They should then be helped to make adjustments in mature situations and to value normal contacts with other human beings; to be able to face frankly the changes in sex behavior and sex ethics that seem to be taking place. Their activities should be carried on in groups of boys and girls, with as little segregation of the sexes as possible.

It is frequently helpful to treat these troubles by making home studies. In other instances, when the symptoms are recognizable from former experiences, they can be treated merely for these things. Introspective people should be given activities along creative lines. The process should be gradual so that the person's confidence can be gained. Destructive people should be given constructive work. The "show-off" should be given attention and legitimate commendation. To do this properly, the home conditions of the individual must be known.

These are days when the adolescent desperately needs sympathy and understanding. Some of the things adults should know in order to give effective help to youth in its problems were discussed at the Hudson Guild Conference held on September 22nd and 23rd. Light is thrown on the subject by Dr. Zachry's address, presented here, and in the paper by Dr. Thayer which follows.

"I am convinced from the parade that has passed before me that the solution of crime lies in finding wholesome activity for the leisure hours of adolescents." —Judge A. J. Murphy.

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Educational Opportunities of the Adolescent

By V. T. THAYER
Ethical Culture School
New York City

"What we shall do with our leisure time and how we can prepare our people to capitalize it is, in my humble opinion, the greatest question before America today. How we will use our leisure in the future will be a much more important question to society than how we work. Our leisure will express the real ideals, personal and social habits of the nation." Marvin S. Pittman, Ph. D., in *The Journal of Health and Physical Education.*

THE ADOLESCENT of today was born during the period of 1914-20, a time of wholesale slaughter in an attempt to provide harmony through self-expression and self-determination. Out of this there developed a social idealism which became dissipated into extravagance, speculation, cynicism and political corruption. Because of these conditions, the adolescent merits sympathy, understanding and patience. Education has not been very much concerned with him. It has been playing safe by being scientific and stressing scrutiny of the curriculum and behavioristic psychology. Afraid of the social implications of teaching, the "hands off" policy has been developed. At the same time there has developed an organic conception of child nature, together with a realization that children cannot be molded like putty.

What the child becomes depends upon the development of his interests, of the situations in which he finds himself, and of what he manufactures out of his environment. Leadership, then, is not the imposing of the adult's will on the child but is a matter of so identifying oneself with the people with whom one is associated that one senses their interests and desires and gives direction. They then move along of their own accord, in better ways. This is the organic conception of education.

In order to approach the subject properly, we must consider all the influences playing upon the individual. The demand to make good economically impinges upon the adolescent all the time, yet to have him grow up healthy we have had to take him out of the economic process. As a result, this thing which is so important is really a remote process to him. He does not see the relationship between the things which are important to him and the world of adults, and this develops in him a sense of insecurity.

The second thing operating toward failure in the life of the young is the lack of abiding relationships with adults who are master craftsmen Consequently their interests always remain superficial. In addition, there is a lack of old-time neighborliness and giving of service, and a confusion of standards from the earliest years of their life. Antagonism and conflict are sure to develop from this.

These very things are educational opportunities because they must be dealt with constructively. The basis for the possibilities of the adolescent is laid when he first comes into contact with the school. The school must help the parent to see the common things in which parents and children can engage. Therefore arts and crafts must be moved from the school into the home. In former years children got an insight into parent activities by engaging in handicrafts so that by the time the child reached adolescence he had certain interests which he considered important. These are the things which the school and settlement must take hold of when helping the child to establish his interest. If the opportunities to use the child's interests are found, he will expand and develop.

The child must sense the connection between his interests and the things adults consider important. Hobby classes may be used as a means

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February Party Suggestions

As February speeds gayly by, seize the festive opportunities it has to offer!

NO MONTH in the entire year offers such delightful possibilities for parties as does February, the shortest month, in which occur two patriotic holidays and the day devoted to the memory of St. Valentine, that serious minded Roman priest martyred in the third century, who would undoubtedly look with amazement upon the frivolities which have come to be associated with his name!

Games for a Valentine Party

Love Is Blind. The boys and girls sit opposite each other some distance apart. The first man is blindfolded. The leader brings a girl from the opposite side to shake hands with the "blind man." He is requested to say: "How do you do?" and the girl is told to reply but is privileged to disguise her voice. If the man fails to guess correctly, he must pay a forfeit but if he guesses correctly, the girl is blindfolded and a man is ushered up to shake hands with her and the game is continued.

Hearts Up. The girls and men sit alternately about a long table, the group being divided into two teams; one team sits on one side of the table and the other group on the other side. Each player is given six beans for counters. A small cardboard heart is given one of the teams. All players on the team which was given the heart put their hands underneath the table while the captain or leader gives the heart to one of the players on his team. "Hearts up" is called by the leader of the other side. All players on the playing side hold up their doubled fists until the leader of the opposing side calls "Hearts down." The hands are then placed palms down on the table. The opponents try to guess who has the heart. The first person at one end of the table has the first guess. If he fails he gives a counter to the leader of the opposing side. Then the next person tries his luck. The guessing continues until the heart is found, each losing player forfeiting a counter. The heart is then handed to the opposite side and the game continues. The side gaining all the counters wins.

Unlock the Heart. A large red cambric heart with an imitation keyhole drawn on it is hung against the wall. Gold pasteboard keys are made and distributed to the guests, who blindfolded take turns in trying to find the keyhole. The person who comes nearest unlocking the heart receives a little award, possibly a little jewel box with a tiny key to lock it.

Trampled Hearts. Players are divided into groups and are in file formation. Two large cardboard hearts are given the first person in each file. On the signal to start, No. 1 places one of the hearts on the floor, holding on to it by the end. He then steps on it with one foot keeping the other on the starting line. Then he places the second heart on the floor in front and on the side of the first heart so that he is able to take a step. He then takes his foot from the starting line and places it on the second heart. Now he lifts his foot and heart and places it in front and to the side of the second and takes another step. Each time he must step on the heart and not on the floor. If he steps on the floor he must start from the beginning. As soon as he has gotten to the finish mark which is about fifteen feet from the starting line, he picks up both hearts, runs back, gives the hearts to Number 2 who goes through the same process and then goes to the end of the line. This continues until all players are back to their original positions.

Funny Face. Select one of the large funny penny valen-

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"Perhaps Valentine's Day, more than any other holiday retains the spirit of the original rites and festivals. Hang up your cardboard hearts and festoon your colored crepe paper! Pan hides beneath each gay trifle and Juno smiles on the party! The shades of those Roman youths and maidens linger about, warming themselves at your feast, while good St. Valentine, no doubt, looks on with consternation and embarrassment."

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

Some of the processes involved in making an actor look like himself or like somebody else.

A BRIEF ARTICLE on theatre make-up is a brave, perhaps even foolhardy, undertaking. The subject is so vast, there are so many millions of faces that may appear upon the stage. Here we will undertake to give only the very fundamental principals of this intricate but fascinating art. Like all existing books on make-up, we shall be handicapped by having to mention many brands of make-up, each with a different method of application, instead of selecting one and giving to the fullest the methods of using it. However, we will leave it to the individual to select his favorite brand of make-up, and then by further study and practice develop his skill in its use.

There are two fundamental uses of make-up: to look like oneself, and to look like someone else. The make-up used to look like oneself is called a "straight" make-up. The make-up used to look like someone else is called "character" make-up. Character make-up is of more importance to the amateur than the professional. The professional has the advantage of not being personally acquainted with his audience, but the amateur is appearing before his friends and neighbors. If John Jones steps upon the stage looking like John Jones, many in the audience will say, "Why, there's John Jones, I spoke to him upon the street today." John Jones will have trouble getting away from himself. But if he can change his appearance in some way the audience finds it easier to forget John Jones and to see only the character in the play. Many productions are ruined by poor make-up. A high school boy playing grandfather, while still looking like a high school boy, is working against a handicap that the most skilled actor could not overcome.

Each actor makes himself up, having been taught before the performance how to do so by the make-up director. The actor makes up a few days before the play, and tests the make-up on the stage under the lights which are going to be used in the production. Some one in the house advises him, "your rouge is too strong (or not strong enough); your wrinkles are too heavy (or not heavy enough)." The amount of make-up used depends entirely upon the stage lighting. Better too little make-up, than too much. The purpose of all make-up is to appear natural.

The following outlines show what make-up to use for various "straight" and "character" make-ups, the order and method of application.

FEMININE STRAIGHT MAKE-UP

Max Factor's Theatre Make-up — **Stein's, Miner's, Leichner's, and Other Stick Grease Paints**

First

Wash the face with soap and water and dry thoroughly.

Apply cold cream, then remove surplus, leaving thin film of cream on face.

Second

Squeeze a quarter inch of grease paint out of tube and stipple over the face. Moisten the hands in water and spread the grease paint thinly and smoothly over the face. Use grease paint No. 1½ for blondes, No. 2 for brownettes, and No. 4½ for brunettes.

Take the grease paint stick and apply a streak across the forehead, down the center of the nose, down each cheek and across the chin. Spread the paint evenly and thinly over the face. Be sure to use the proper amount, as too little makes the face appear patchy and too much makes it appear muddy. Use light pink for blondes, dark pink for brunettes.

Max Factor's Theatre Make-up	Stein's, Miner's, Leichner's, and Other Stick Grease Paints
Third	
Apply eye shadow to upper eyelid, covering the lid first then blending it lightly up into the eyebrow and shading it out carefully beyond the outer corner of the eye. Liners are used for eye shadow, gray for gray eyes, blue for blue eyes, brown for brown eyes, etc.	Same.
Fourth	
With a blending brush (small flat tipped Camel's hair brush) and moist rouge, paint the lips carefully. As a rule follow the natural line of the lips, although they can be made fuller, thinner, or straighter, as desired. For blondes and brownettes use moist rouge No. 1; for brunettes, moist rouge No. 2.	Apply wet rouge to the cheeks and blend it out carefully. Each face must be studied individually and the rouge applied according to the contours. The rouge is placed on the more prominent part of the face, never in the shadows. Use light wet rouge for blondes, and medium for brunettes.
Fifth	
Apply under rouge to the cheeks blending it out very carefully. Rouge prominent parts of cheeks, and avoid hollows. Each face must be studied and rouged individually. Use under rouge No. 2 for blondes, No. 4 for brownettes, and No. 3 for brunettes.	Powder well, using a light pink shade of powder. Be sure to remove all excess powder.
Sixth	
With a derma pencil sketch a thin line below the lower eyelashes and very close to them, then with the little finger gently smudge the outer edge of the line so that it is not harsh. With the derma pencil, and using short, hairlike strokes, darken the eyebrows, shaping them as desired. Use the brown derma pencil for blondes and brownettes, the black derma pencil for extreme brunettes.	Do same, using a tooth pick or artists' stomp, and brown or black liner.
Seventh	
Powder, patting on plenty of powder with the powder puff. Pat, do not rub. Brush off surplus with powder brush. Use powder No. 2 for blondes and powder No. 7-R for brownettes and brunettes.	Apply wet rouge to lips, shaping them as desired. Use light wet rouge for blondes and medium wet rouge for brunettes.
Eighth	
Brush lashes with black masque, brushing the upper lash up and the lower lashes down.	Do same, using a mascara.
Ninth	
Dust technicolor dry rouge lightly over places where under rouge has been applied.	Dust Number 18 dry rouge lightly over places where wet rouge has been applied.
MASCULINE STRAIGHT MAKE-UP	
First	
Wash face with soap and water and dry thoroughly.	Apply cold cream, remove surplus, leaving thin film of cream on the face.
Second	
Apply grease paint 6-A for blondes and 7 for brunettes, in same manner as feminine straight make-up.	Apply juvenile hero shade of grease paint, in same manner as feminine straight make-up.
Third	
Apply eye shadow.	Apply eye shadow.
Fourth	
Apply moist rouge Number 3 to lips with blending brush.	Apply wet rouge to cheeks, starting at temple and blending down the side of cheeks into jaw. Use dark wet rouge and use sparingly.
Fifth	
Using derma pencil, make up eyes and eyebrows in same manner as feminine straight make-up.	Powder well, using a juvenile flesh powder.

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Max Factor's Theatre Make-up	Stein's, Miner's, Leichner's, and Other Stick Grease Paints
Sixth	
Powder well, using powder 7-R. Powder in same manner as feminine straight make-up.	Make up eyes and eyebrows, using black or brown liner and a tooth pick or artists' stomp, as for feminine straight make-up.
Seventh	
Brush lashes with black masque.	Apply dark wet rouge sparingly to the lips.
Eighth	
Dust raspberry dry rouge over the cheeks, starting at the temples and running down into the jaw.	Apply black mascara to the eyelashes.

OLD AGE MAKE-UP

(Same for men and women as difference in features makes difference in character)

First	
Wash face with soap and water and dry thoroughly.	Apply cold cream, remove surplus leaving thin film of cream on face.
Second	
Apply grease paint as in previous make-ups, using grease paint No. 5½.	Apply grease paint as in previous make-ups, using old age grease paint.
Third	
Using the brown liner, paint shadows about the eye sockets, in the temples, in the hollows of the cheeks, beneath the lower lip, and shadow lightly the faint depression usually found across the forehead. Blend the shadows carefully.	Do same, using brown or gray liners.
Fourth	
Highlight any features that should be made more prominent, such as nose, cheek bones and chin, by painting with a light shade of grease paint Number 2 or 4½ make effective highlights. Blend highlights carefully into make-up.	Do same, using a white liner or very pale juvenile grease paint.
Fifth	
Sketch in lines and wrinkles with brown derma pencil, following the natural lines in the face, or changing the lines if the characterization demands it.	Do same with brown or dark crimson liner and a toothpick or artists' stomp.
Sixth	
Highlight each wrinkle by sketching along side of it another line in the same shade of light grease paint used in highlighting the features. Blend highlight and soften wrinkles by rubbing gently with little finger.	Do same with white liner or very pale juvenile grease paint.
Seventh	
Brush the eyelashes and eyebrows with white liner and gray them.	Same
Eighth	
Powder with No. 2 or white powder.	Same
Ninth	
Gray or whiten hair by powdering with corn starch, or by using Max Factor's liquid hair whitener.	Same.

Other Make-Up Suggestions

Middle Age Make-Up. Middle age is merely a compromise between youth and age. Use same grease paints as for straight make-up, shadow very lightly, paint in a few wrinkles, not too strongly, and gray hair only at temples. Make up eyes and lips as for straight make-up, and use very little rouge upon the face, rather low down upon the cheeks.

Beards. Beards, mustaches, sideburns, etc., are made of crepe hair, which is applied to the face with spirit gum. Prepare the crepe hair by combing out a quantity, soaking it in water, and drying it to straighten out the kinks. Comb the hair well. Apply spirit gum in a thin film to the face where the hair naturally grows. Take whisps of the crepe hair and apply the ends to the gummed

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The Evolution of a Parents' Orchestra

By THEODORA PERRINE
Director of Music and Rhythm
Buxton Country Day School
Short Hills, New Jersey

FIVE YEARS AGO when the Buxton Country Day School was established I took over the directorship of the music and rhythms department. At about that time I read an article by Professor Church in the *Progressive Education Magazine* called "Training Music Through Music." In this article Professor Church described his work at the Horace Mann School and told how real orchestral instruments were put in the hands of children who were taught how to play—let us say—a beginning "A" on their various instruments, and thus proceeded, with the aid of a piano which carried the air, to embark on their first venture as an orchestra. I was fascinated by the article, but felt that this was a project with which I could not cope.

Two years later I accepted the position of instructor in rhythms at the summer demonstration school at Teachers College. While there I had the opportunity of seeing Professor Church's ideas very completely demonstrated. I was extremely interested, and that summer and the next spent all of the time when I was not teaching studying the technique of handling a beginner's orchestra and taking part in a similar adult organization. I went back to school eager to start an orchestra in my seventh, eighth and ninth grades. The first year I was asked not to attempt it on account of the financial demands it would make. But the second year I could put it off no longer and finally found a parent who was sufficiently interested to loan me $200 with which to buy as many necessary second-hand instruments as possible. I asked the children to purchase the violin and viola outfits, which were very inexpensive. The string bass nearly swamped us; it cost $90! But we found good and inexpensive flutes and clarinets, and good bargains in second-hand French horns, trumpets and trombones. Cellos were fair at $30. These instruments made up our orchestra. We paid for as much as we could with the $200 and got credit for the rest.

We rented the instruments to the children for $5 a half year—that rent to be applied on the purchase if the children wished later to own their own instruments. A number of clarinets, several flutes, trombones and trumpets were bought. At the end of the season we gave a concert and charged admission. And by the close of the school year we had paid off all our indebtedness.

Things were going smoothly, but I found that I was up against a wholly unexpected problem. The children quite frequently reported that their mother or their father, as the case might be, objected to their practicing at home. They wanted to listen to the radio, or they were tired, or they didn't like the sound. Well—for that matter—neither did we! But the children and I had faith in a happier future!

We already had several parent activities at Buxton—a shop class, a dramatic group, a French class and a mothers' rhythm class. And so it occurred to me that if the parents were struggling with squeaking violins and shrieking clarinets themselves they might be more sympathetic with the struggles of their offspring! Also, I thought, how wonderful it would be for the family to have some ensemble playing; how altogether good from every angle! So we added the orchestra as a possible activity for Buxton parents.

At first I had a desperate time trying to sell the idea to the parents. They were intrigued but terrified. "Why, I can even read a note of music!" most of them said, while some admitted distant but happily forgotten piano lessons. One or two had played violin a little in college. We had a tea one Sunday afternoon and had the instruments displayed as temptingly as possible. And by dint of much pleading and exhorting I finally succeeded in signing up some eight or ten people who agreed to try

One of the most impressive developments in the schools of America has been the instruction of many thousands of children in the playing of orchestral instruments. Miss Perrine's article describes an outcome of such instruction which must be interesting to recreation leaders as well as to school music teachers.

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out the idea. When the parents assembled I asked them to make a choice as to the instruments they wished to try, and then divided them into three sections—string, brass and wood wind. Miss Roos, who played for me at Columbia and studied the brasses there, took the brasses in one room; Miss Dvorak, who had just begun her work as the children's violin teacher, took the strings in another. I had the wood winds in a third room. We worked in sections for about three-quarters of an hour and then came together and did our worst, and best!

One of the parents, who is a well educated musician, played the piano for us. Miss Roos and Miss Dvorak worked with the brasses and strings and I led the ensemble through the simple early numbers of the Church-Dykema Series.

The parents were quite astonished and thrilled when they found that they were really playing together and that while it might not be music that they were producing, yet there was some semblance to a tune and harmony.

The next week a wife brought her husband (protesting violently and with a *Saturday Evening Post* tucked under his arm). "I came because my wife makes me, but I can't read a note of music and I can't carry a tune," said our future string bass player of whom we are inordinately proud.

That was the beginning of our parents' orchestra. They have worked with enthusiasm and come faithfully to rehearsals. Some outsiders and more parents have joined. The new members include three good violinists and a good cellist. Our organization now numbers about thirty and comprises the following instruments:

6 first violins	3 clarinets
6 second violins	2 trumpets
4 violas	1 French horn
2 cellos	1 trombone
1 bass	2 pianists (who alternate)
2 flutes	1 tympani (borrowed!)

We are nearing the end of our second season. We meet every Monday evening and for the past two months on Thursdays also, for we are preparing to play selections from "The Mikado" as an overture to the opera which the children are to give later.

We have used the two Church-Dykema Series, the first of the stock programs for school orchestras, and just now we are working on simple arrangements of Bach and Handel dance forms. Last year also we played selections from "The Gondoliers" when the children gave that Gilbert and Sullivan opera. We hope so much to have improved this year at least a little over that performance.

There seems to me to be several valuable points about the adult orchestra. For one thing, it does make the parents much more vitally interested in and sympathetic with the children's efforts. Best of all, it has started many small family ensembles. There are several families now where every member plays some instrument, families where music had little or no place before. This seems to me of the deepest importance both for the family life itself and for the future of music in America. Several families often meet together on Sundays also and seem to get a great deal of pleasure from playing together. Then also the "tired" business man or woman who perhaps had a longing toward some form of self-expression finds in the orchestra a real relief from the cares and worries of these recent depression years.

In the beginning a very few of the parents had several private violin lessons. But for the most part they have had only the instruction that we were able to give them in class or that they were able to dig out for themselves, or get from their children.

This last year the parents have bought their own music and most of them have provided their own instruments, for we found that many complications occurred when the parents depended entirely upon the children's equipment. This year also a fee has been charged to those playing in the orchestra. But this was done to raise money for the school and as our contribution toward reducing the deficit.

"Creativeness and intelligence are not the possession of a special class, and if wholeness is ever to be found within an industrial civilization it will be through means which will allow all persons, within the limits of their capacities, to share in the achievements of beauty and wisdom. How is this to be brought about? There is, it seems to me, but one answer—namely through the creative use of leisure time. Our machines can at least give us this: they can make it possible for workers to spend less time at necessary labor and more in the free pursuit of leisure. The present task of educators and social strategists is to construct an environment within the industrial civilization in which the hours of leisure may take on new meanings." *E. C. Lindeman,* in a report of the Art Workshop.

Palo Alto's Community Playhouse

By BEATRICE ARLINE JONES
Director of Publicity
Palo Alto Community Players

MANY HOURS of pleasure and relaxation are in store for citizens of Palo Alto and surrounding communities who are already enjoying the fuller leisure in their new civic playhouse in the heart of the city's residential district. After months of study into little theater buildings and requirements, the architects, Birge M. Clark and David B. Clark, presented their drawings to the City Council of Palo Alto. Local contractors and laborers donated two days' work a week out of the five, and the building was completed early last July, a monument to community spirit and generosity.

All of the city's artistic and cultural activities are benefiting by the theater, the gift of Mrs. Louis Stern, a resident. Under the jurisdiction of the Community Center Commission, a branch of the city government, the building is available for music and dance recitals and for dramatic events such as light opera, plays, dramatic readings, lectures and forums.

The auditorium seats 428 people in fully upholstered seats, two inches wider and providing three inches more knee space than those of the average commercial theatre. The stage, with its proscenium arch 26 feet wide and 13 feet high, is 35 feet deep and 60 feet wide, larger than most of the commercial stages in San Francisco. Equipped with the most up-to-date stage devices, the theater is a joy to every technician.

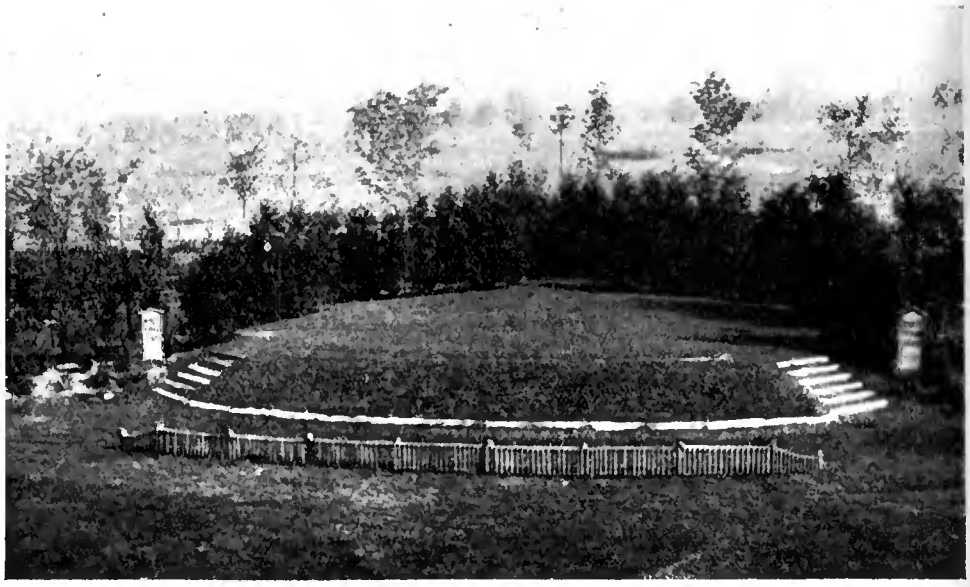
The workshop is a two-story room amply lighted by two enormous windows on the north and east. On two floors adjoining the workshop are the dressing-rooms. Under an arcade on the south side of the theater are exterior entrances to the costume room, the green room, the director's office, rest rooms and check room. Charm and simplicity of style are found in the foyer, which is designed to serve as an art gallery where local and traveling exhibits may be hung. Over the hand-hewn beam ceiling of the foyer are several rooms which will be used for rehearsals and classrooms for the School of the Theater.

It was auspicious that to the Palo Alto Community Players, whose activities will be most prominent in the new building, fell the honor of opening the theater with "Grumpy," a three-act play by Horace Hodges and T. Wigney Percyval. Dr. James Graham Sharp, San Francisco professional man and Palo Alto city father, played the title role in the production which was directed by Ralph Emerson Welles and dedicated to Mrs Louis Stern.

In June, 1931, the Palo Alto Recreation Department organized the Community Players. During the first year twenty-five programs of three one-act plays each and ten full-length plays were produced in the Community House upon a most inadequate stage and with make-shift facilities. Deep interest, hard work and ceaseless activity brought the organization through the next year with money in the bank. Then came Mrs. Stern's gift to the city, a "house-of-dreams-come-true" for the Players as well as for other cultural or-

(Continued on page 543)

World at Play



Community Building Reopened

AFTER having its community building closed and being without a full time community recreation director since last May, the citizens of Sycamore, Illinois, have reopened the building and revived their recreation program to the extent of providing a full time recreation man and a woman assistant. As a result of a post-card canvass of the recreational interests of the people, 80 per cent of the returns expressed a desire that the building be reopened and the program continued. Accordingly, a new recreation committee of eight was selected and over 1,800 in memberships secured. Revenues from activities in the building will provide a budget of approximately $3,500.

A Little Theater in Toledo

IN Toledo, Ohio, there is a church social center built at a cost of $77,000 which is now in the hands of a bank for debt. Mr. M. W. Green, Superintendent of Recreation, secured the use of this building by agreeing to put it in condition and keep it in repair. This he has done through the use of relief labor. A man has been employed to organize and conduct groups in the history of the theatre, production, costume designing, make-up, and scenery building. About two hundred members have joined the group and a citizens' committee is in charge. Two productions for which a charge was made have been given, and there have been six free evenings of one act plays. It is hoped that eventually the city will purchase the property.

Outdoor Theaters At Flint

LAST summer the citizens of Flint, Michigan, found much pleasure in three beautiful outdoor theaters erected in suitable settings in parks throughout the city. The theaters, planned by J. D. McCallum, landscape architect on the park staff, were built by relief labor. The theater at Whaley Park, typical of all, consists of a grass stage 55 feet wide, 35 feet deep and raised 3½ feet from the level. The semi-circle of the stage has a thick background of trees with three hidden entrances on each side. These admit the performers from large circular spaces on each side of the stage in which the actors may wait hidden from the audience by thick plantings. Flood lights are located in trees and equipment for footlights is built at the front of the stage. Below the grassed terrace on the front of the stage and four feet below the stage level is an orchestra pit separated from the audience by a rustic fence. From this point the ground slopes upward gradually providing room for an audience of from five to six thousand people.

One evening each week during the past summer an entertainment was given in these theaters by groups from the playgrounds. The program consisted of singing, instrumental music and short dramatic skits. Local adult drama groups presented a number of plays during the summer.

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A Record in Volunteer Service — From the State Hospital of Lincoln, Nebraska, comes the story of a man who for fifty-three years has served as volunteer leader of the hospital's orchestra. Walter Seidel began playing at the hospital in 1880 and has been present every Friday night since with the exception of one night when he was out of town. He plays the violin and calls. When he began calling the hospital was small and there were only two sets or sixteen people. Now there are from 15 to 18 sets or 120 to 144 people on the floor at each dance. There were three in the orchestra when Mr. Seidel began; now there are on an average of six. Mr. Seidel, who has been a farmer in the vicinity of Lincoln all his life, is now eighty-two years of age. Besides playing at the hospital he played in the earlier days for dances all around the countryside.

The patients enjoy the dances greatly and the activity in the opinion of Dr. D. G. Griffiths, Superintendent of the hospital, has in many cases been a great help in their recovery.

New Recreation Facilities in New Hampshire — New Hampshire this winter has thirty-five miles of new skiing trails most of which provide facilities for beginners on skis, for individuals in the advanced class and those rated as intermediates. A winter sport center has been established at the Forest Lake bathing beach project near Whitefield with three ski runs, a bob sled run, skating and other sports. Next summer there will be five large public bathing and picnic centers, two of which were partially opened last year. There is a strong possibility that at least two more and possibly three more large swimming centers will be acquired within the next few months. None of these new bathing centers will have a beach less than 1,000 feet and most of them will have a beach length much beyond that figure. Everyone of them will have a large picnic grove attached. In addition to the state centers, two local centers are in process of development—in Laconia at Opeechee Park and at Hanover where a new lake is being created by damming a valley.

Municipal Camp for Wandering Youths — The Los Angeles, California, municipal boys' camp in Griffith Park has been opened for the benefit of wandering youths whose presence in large numbers presented a social and economic problem to state, county and city authorities. The

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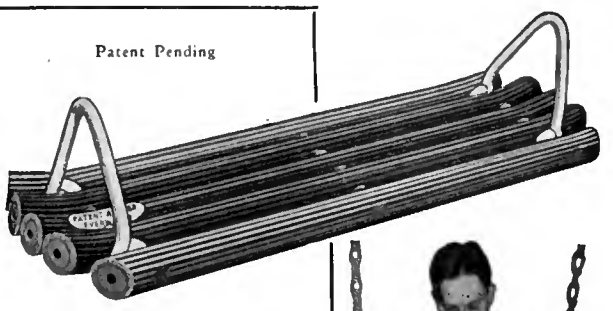

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boys will be assigned to the camp by the State Emergency Relief Administration Transient Service which will meet the cost of operating the camp and of feeding, clothing and supervising the boys. The same organization will pay for necessary improvements to housing facilities, dining room and recreation buildings to meet the requirements of the new use of the camp. The Playground and Recreation Department will operate the camp and will provide useful work projects and a program of character and health building recreation.

Allentown Receives Beautiful Estate — The will of General Harry C. Trexler of Allentown, Pennsylvania, has bequeathed Springwood Park, his beautiful country estate, to the city together with $250,000 for upkeep. General Trexler's 3,000 acre game preserve has been left to Lehigh County with $100,000 provided for maintenance. A quarter of the income from the Trexler estate is given Allentown for the maintenance of its park system. In addition, the will provides through a trust fund for maintaining in perpetuity the annual celebration of Romper Day for the children of the playgrounds. Civic and charitable organizations were remembered in the will, and with a vision to changing conditions General Trexler prescribed that his trustees should use the income of half the estate in such ways "as in their discretion shall be to the most benefit of humanity," limiting them, however, as to locality, namely, the City of Allentown and the County of Lehigh.

Dangers in Roller Skating — The National Bureau of Casualty and Surety Underwriters has pointed out the dangers of roller skating as shown in a study made in twenty American cities. Accidents are said to have increased five-fold in St. Louis. Cleveland has reported nineteen accidents and one death, and Detroit 122 mishaps. In Baltimore there have been ninety accidents and three deaths as against twenty-seven accidents and no fatalities a year ago. As a remedy the Bureau recommends the passage of local legislation prohibiting skaters from using main streets and highways and from skating in business districts. It further suggests as compensatory measures that adaptable sections of parks be turned over to the skaters, the public school playgrounds be made available or that streets in residential districts be roped off for the skaters.

The Denver Leisure Time Council — The Denver Leisure Time Council is a cooperating and coordinating plan by which neighborhood groups, churches, schools, municipal departments, the community chest and other organizations may join in meeting the problem of unoccupied leisure time. Its purpose is "to help communities to organize and promote programs of recreation and entertainment that are wholesome and happy; to encourage family recreation and home play and to offer every individual opportunities for purposeful and happy recreation." Individuals and groups are cooperating by volunteering leadership for meetings and parties and by various forms of personal entertainment, by the organization and direction of clubs, by personal service as leaders and officials, by donating facilities and equipment, and by promoting neighborhood recreation and entertainment programs. Committees of the Council operating are Publicity and Leadership, Coordination and Cooperation, Entertainment Programs, Home and Community Recreation, and Community Centers and Clubs.

New Playgrounds Dedicated in New York City—Recently three new playgrounds have been dedicated in New York City. One of them has been called the Lionel Sutro Playground. The other two, located in congested districts of the East Side, have been named in honor of Sophie Irene Loeb, who made so outstanding a contribution to child welfare, and of Dr. Luther Halsey Gulick, the first president of the National Recreation Association. Officials of the Park Department and representatives of civic organizations made addresses, and there were appropriate ceremonies.

Cedar Rapids' Friendly Club — The Cedar Rapids, Iowa, Playground Commission has or-

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ganized a Friendly Club open to all adults, especially those who are strangers in the city. The purpose is to provide one evening a week for adults to meet in friendly fellowship and to enjoy programs of music, drama, social recreation and group singing.

Dubuque's Community Center—The Recreation Board of Dubuque, Iowa, maintains a community center in a school located in one of the poor sections of the city. Basement rooms and three large classrooms are used and the building is open every day from 4:00 to 10:30 P. M. Playground directors are operating this center on a volunteer basis, two being assigned to the center each night.

Leisure Time and Educationa Opportunities and Needs

(Continued from page 500)

more than to be directed to a street and number. Also, the various agencies serving the educational processes themselves increasingly wish to know how to correlate their efforts in the light of a larger community program. There are also individuals and groups who wish to initiate new enterprises in adult education. Such individuals and groups need the kind of advice and assistance that can best be given by those who have a comprehensive knowledge both of the community set-up and of the possibilities that lie open to new effort. This center, then, should be not only a place where information is gathered and dispensed, but where opportunity is given for widest discussion and correlation of the community's educational plans and objectives.

Excellent as the present opportunities are, however, and widely as their present facilities may be made to cover our immediate demands, there will be the need for the kind of expansion which ventures into new fields. That has been mentioned several times today. Apparently it is much needed.

Outstanding Needs

One of the outstanding needs, no doubt, will be for the development of a greater degree of active-mindedness in people. The easy tendency to sit and listen, or to sit and look, will doubtless have to be re-directed in ways that make the individuals active contributors to the educative process.

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NIRA and Sport

WE ARE in the midst of a movement for lengthening the play time of the nation. It is not an organized movement. It is simply an unavoidable corollary of the great industrial experiment on which we are entering under the National Industrial Recovery Act. In the past the people have eagerly appropriated every new increment of leisure time. They immediately took possession of the Saturday half-holiday and capitalized it for sport. They went touring on two wheels, just as now, with a full day off at the end of the week, they go abroad on four wheels. Persons more or less able to control their own time manage now to encompass a Friday to Monday "week-end" every little while in summer time. The *Herald's* report that 350,000 were at Revere Beach, Sunday, and 250,000 at Nantasket is an indication of what we may expect frequently when the 40-hour work week becomes general.

It is a fair question whether the administrators of NIRA should not include facilities for recreation in their programs of public works. The demand for play and sport facilities now exceeds the supply. Witness the line that forms at daybreak for tennis at Franklin park, the constant multiplication of golf clubs, the after-hours ball games that only darkness stops on the Common, the avidity with which both youngsters and oldsters take possession of every convenient beach. Similar conditions prevail throughout the country. Every new hour of leisure will produce increased competition for the use of facilities.

—Courtesy of *The Boston Herald*, August 1.

This will doubtless necessitate the formation of smaller, more informal groups, the development of secondary leaders, the organization of neighborhood centers, particularly the organization of groups where older members will feel free to be active participants. There will be value in the use of radio in this active-minded way.

There will be the need for a less forbidding academicism. Physical environments will need to be created that will have the atmosphere of the living room rather than of the classroom. The rigor of accurate thinking in no wise need be lessened by such hostages paid to comfort and informality. Hard thinking can be done around a fireplace as surely as in the forbidding presence of a row of blackboards. In brief, if adult education is to become the great force in our contemporary life which is written in its destiny, it must do so by being a keen pleasure rather than a doleful compulsion.

And so we can visualize the contribution which adult education can make to our leisure life. It has long been established among us that there are few, if any, keener delights than learning to know. Man ignorant is either a poor, bewildered creature, ill at ease and unwitting of his way, or he is a contented animal. There is something in his destiny which ever urges him beyond ignorance. Today, in the midst of our complexities and our vast opportunities, the urge is more insistent than ever. Now at last we enter upon this new phase of our history, the phase in which learning is to be made continuous with life, the phase in which, as adults, we seek the truth because we know that the truth can make us free to live the only life that is genuinely worth the living.

The Leisure Services of Museums

(Continued from page 506)

astronomy. Six years ago, under the leadership of Dr. Clyde Fisher, Curator of Astronomy in the American Museum, the Amateur Astronomers Association was organized. The only requirement for membership is an interest in the universe and the payment of a small fee. The association has a membership of about 600 and holds two meetings monthly except during the summer, with an average attendance of 250. For more than six years now, this large group of people has continued as a vigorous, enthusiastic and effective organization making pleasurable use of leisure time. The offspring of this association have been several small classes (one in telescope making) conducted by individual members of the association. The grandchild is the Junior Astronomy Club, composed of some 300 children who conduct their own meetings, prepare and issue a bi-monthly publication, and make original observations in the field of astronomy. This is an outstanding example of how a large group, brought together through a single interest, has worked together for a long period of time.

One of our most satisfactory and impressive experiences at the Museum in the use of leisure time was a series of lectures pertaining to the Museum exhibits, given to foreign-born students in the evening public schools and carried out in cooperation with Miss Winifred Fisher, Execu-

tive Secretary of the New York Council on Adult Education for the foreign-Born. The subjects were chosen by the students themselves from a list of topics submitted on natural science and American history. Week after week this group of foreign-born assembled from 1,000 to 1,500 strong in our Museum auditorium and listened to lectures by our specialists, and then flocked to our exhibition halls for observation of the material and exhibits that had been referred to by the speaker. Never has there been a more earnest, responsive group at the Museum.

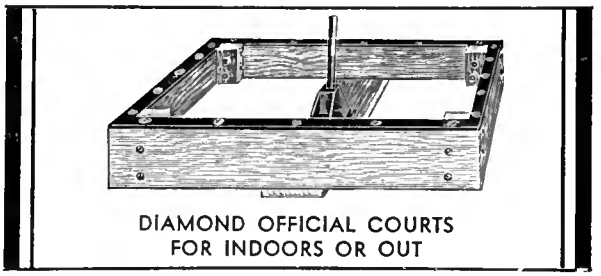
Activities such as I have referred to above may be organized along many other nature study lines. For example, a group may be interested in the past history of the earth. This story is very strikingly presented in the great fossil halls of the Museum. Our community borders the sea, and people by hundreds of thousands flock to the beaches. An acquaintanceship with the exhibits depicting marine life, as presented in Darwin Hall and our Hall of Ocean Life, will make these visits to the seashore far more interesting and enjoyable.

In the discussion which followed all the speakers decried the reduction of funds, in some instances as high as 28% of the budget, which made it necessary to curtail services at a time when facilities should be available to their full capacity. The American Museum has been compelled to close ten of its exhibition halls daily. With a little reconstruction, impossible now because of lack of funds, the Brooklyn Museum could make it possible for at least a million more people to take advantage of the opportunities offered. With adequate funds more greatly needed branch museums could be established and more exhibits loaned to settlement houses and similar groups. All the museum representatives stated it was most unfortunate that the museums as a whole could not be open evenings to the public. In some instances a few of the facilities are now open evenings to special adult education groups or for concerts and similar activities.

Enlarged Adult Education Opportunities

(Continued from page 507)

much wider program of training in the field of cultural and avocational subjects. Secondly, there is a great need for better recreational opportunities in New York City. Then there is a need in New York for vocational courses or occupational courses that will be of help in assisting people to readjust themselves economically. Many of them have been dispossessed of their jobs and will probably never be able to return to their old occupations because of changed economic conditions. They face squarely the responsibility of securing training for a new vocation and these courses are of immense help to men and women who have to plan for a new economic responsibility.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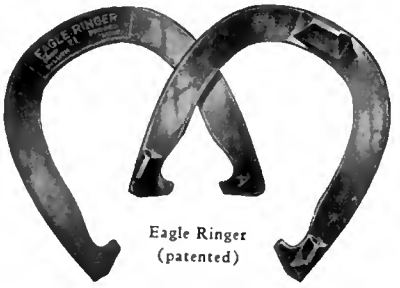

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Asked whether he felt this experimental program in adult education indicated a trend toward more tax-supported education in this field, Dr. Wilson said he believed the most urgent educational need today was in this field. There is an increasing demand for adult education planned to help people meet changing social and economic conditions. On the other hand, he said, there is just as much interest on the part of adults in general cultural training in the fields of art, music and drama as there is in vocational training. If facilities and funds were available Dr. Wilson believes 100,000 adults could be enrolled in the classes in New York City.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Hygeia, January 1934

Windows to the World of Hobbies, by Vivian Loomis Godfrey

Training for Athletics and Health, by Alfred E. Parker.

The Journal of Health and Physical Education, December 1933

Two Committee Reports on Leisure Time, submitted by W. G. Moorhead

The American City, January 1934

Developing a Swamp Into a Lake Park, East St. Louis, Ill.

The Journal of Health and Physical Education, January 1934

The Organization of Physical Education in France, by Christian Lazard

Winter Sports to the Fore, by Harriette Aull

Volleyball—An Analysis of the Game for Teaching Purposes, by Edward F. Voltmer

Parks and Recreation, December 1933

Parks and Recreation in Germany

Winter Sports Season at Bear Mountain Park

C.W.A. Work in National Parks

PAMPHLETS

Annual Report of Parks and Recreation, Commissioners of Worcester, Mass., 1932

A Camp Behavior Survey

by Olliver L. Austin, Big Brother Movement, Inc., Toronto Canada.

Leisure-Time in Millburn, N. J.—A Report for 1933

Eleventh Annual Report — Recreation Commissioners of Plainfield, N. J., 1933

Belmont, Mass., Playground Committee Report for 1933

4-H Handy Book

Free to state and county extension agents and local leaders. National Committee on Boys and Girls Club Work, 430 South Michigan Avenue, Chicago, Ill.

A Seasonal Program of Physical Education Activities for High School Boys and Girls of Maryland

Maryland School Bulletin, September 1933. State Department of Education, Baltimore, Md.

Los Angeles Department of Playground and Recreation Annual Financial Report for the Year Ending June 30, 1933

Annual Report of Parks and Recreation Commissioners of Worcester, Mass. 1932

Leisure As An Economic Phenomenon

(Continued from page 511)

there is a provision in practically all codes that the reduction in hours shall be accompanied by no reduction in wages, the aim being, of course, to increase the total purchasing power under the control of labor. Yet it remains true that the scarcity of work and the desire to share what work is available has played a most important part in the sudden turn-about of the trend in scheduled hours since the Recovery Program was launched. I have analysed the first sixty-four codes as a sample of what hours the Recovery Program is providing and they fall into the following groups:

HOURS PROVIDED IN FIRST 64 CODES

Group		No. of Codes
27	Hours	1
35	"	3
36	"	5
40	"	50
40–48	"	2
44	"	1
48	"	2

The hours in the foregoing table exaggerate the tendency slightly because every one of these codes has one or more groups of workers who may be granted a tolerance of approximately 10% and sometimes more over the regular factory force or the bulk of employed workers. None the less it is clear that if this program is continued, anything over forty hours a week will now be considered a lengthy working week.

What does this mean to those of you who are professionally interested in the use of leisure time? Even if any of you are possessed of the grave doubts concerning the working men's use of his leisure that has been expressed by some employers and gentlemen of aristocratic tradition, if there continues to be a still larger increase in the number of automobiles on the roads, in the number of people going to the movies daily, attending great spectacles like football games, still, with a vast abundance of leisure at the disposal of every man and woman there will have to be a very great development in facilities for recreation, self-improvement and adult education.

In reply to the question whether the application of the codes would result in a shorter day or a shorter week, Mr. Peck stated it would mean a shorter week as nearly all the codes provide for maximum hours per week. In most industries the

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MacMurray College Library

free days will come at the end of the week except in instances where it is necessary to have men on the job every day of the week. The bulk of codes, however, will probably provide for a five day week and an eight hour day.

There is very likely to be, Mr. Peck said, a serious effort to make the hours still shorter. But the attainment of the thirty hour week which many people are urging introduces complications, for unless hourly rates are very radically increased the wages earned would be utterly inadequate, and that would mean radical changes in costs and prices.

When You Ride a Hobby

(Continued from page 514)

they are acquired when very young and passed on to other years, so much the better. The best kind of a hang-over is a recreative hang-over from one's youth to adult years. Skills in games and hobbies acquired in the active play time of youth are a casualty insurance collectable at a later date.

Comparatively few older folks will learn a new game or sport, such as tennis, swimming, rowing, or a new craft like woodworking, or drawing or modeling. Golf appears to be an exception, but there are strong social factors involved here which help to make this an exceptional recreation. Men and women who do not learn to swim when in their teens or before, rarely learn afterwards and certainly do not engage in it as enthusiastically as those who learn to swim when young. Almost all enthusiastic card players learned the game before they were twenty. We do not enjoy doing things which we do badly. Some mastery of the game or sport or craft is necessary for enjoyment.

What is the pleasure we get from a hobby but a forgetfulness of all other pursuits? To be a hobby it must be an activity in which we have continuous satisfaction. We must eagerly want to do it. I know a man of science who would not have a flower garden because he did not wish to lose himself in this enjoyable pursuit to the exclusion of his scientific thoughts. Whether rightly or wrongly, he did not want to lose the trend of thought which the enthusiastic enjoyment of this hobby would produce

It is curious that the tremendous release of the human mind in hobbies has not been more observed and remarked upon. It is the real play or recreative spirit developed sometimes in very ordinary beings to a very high degree. Often it appears to express more vitality than any other activity in the person's life. The well-balanced recreative life always has a place for a hobby. Every one should have one even if so poor a treasure as playing solitaire. In our hobbies will be found that recreative release which is far more important to men and women than most of the so-called serious activities which we pursue.

Read This Letter

"When I moved in as Director of Crystal Pool, Glen Echo Park, Maryland, right under my arm I carried your complete Reference Book — Notable Swimming Pools and Guide to Equipment and Supplies.

"This Guide has served me dozens of times already. It is, indeed, the Pool Bible.

"*(Signed)*
"Capt. Edw. H. McCrahon."

NOTE: *Before becoming Director of Glen Echo, Capt. McCrahon was for seven years manager of Spa Municipal Pool and Beach, St. Petersburg, Fla.*

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Challenge of the New Leisure

(Continued from page 522)

essential nature. But freedom to follow our free-time interests implies a wider range of facilities than the average individual is able to supply. Social planning and social control must go hand in hand as we build up the world of the future.

An Old Art Serves a New Age

(Continued from page 516)

their new possession. Both name and design—perky bunnies, wise looking geese, cats, dogs, and Teddy bear—are fired into the pottery and never wear off.

The school makes a special feature of training

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Among Our Folks

WILLIAM D. CHAMPLIN

On January 1, 1934, William D. Champlin retired as Chief of the Recreation Bureau, Department of Public Welfare, of Philadelphia, after twenty-five years of service in the recreation field. Mr. Champlin was one of the pioneers in recreation. Not only Philadelphia, but many other communities have profited by his knowledge of the principles involved in the construction of recreation facilities and their uses, for Mr. Champlin was always happiest when sharing with others the technical information of which he was a master and the results of his pioneering and experimenting. The recreation buildings, swimming pools and other recreation facilities of Philadelphia are a monument to his years of loyal, devoted service.

For many years Mr. Champlin has been a faithful attendant at Recreation Congresses. His many friends will look forward to greeting him in future years at the Congresses.

Daniel R. Neal, formerly Director of Recreation at Cranford, New Jersey, and recently a member of the staff of the Union County Recreation system, has been appointed Director of Recreation for Greensboro, North Carolina, where a year-round recreation program has been established.

pupils to throw on the wheel, and it is in this particular activity that exceedingly good work is done. There is perhaps no phase of pottery making that is more fascinating than this: to both the worker and the onlooker it appears to be almost incredible that such a variety of form can come from a shapeless lump of clay "thrown" on the wheel.

Scholarships are awarded and a number of talented men and women are today pupils of the school because of this form of admission.

More than ever before in the history of this new country, new at least in comparison to European countries and Asiatic, is there need for recreation that mentally satisfies. The older nations of the world in earlier periods made thoughtful provision for just such leisure as is now coming into the experience of Americans. There must be no defeat of the spirit in this time of enforced leisure for millions and of appreciated leisure for the hundreds. Such an opportunity as the Paul Revere Pottery School of Ceramics offers — a recreation that is also an education—is an eminently worthwhile contribution.

Educational Opportunities of the Adolescent

(Continued from page 524)

of leading up to matters of choice when vocations must be decided upon .

The adolescent must be enabled to develop socially and in the matter of citizenship. This is a means of his becoming acquainted with the city and may serve as a constructive approach to city activities.

If possible, first-hand contact with people who are doing socially significant things should be established. The child is then barred from cynicism. He should be related to agencies, institutions and people who are making for righteousness, and if possible, develop opportunities for service along the line of his related interests.

Cultural expansion of the child is important. The interests of the adolescent should be broadened, and the relation of art, science, literature and other subjects to the child's interest should be made. Ways of extending the child's interest from one field to another should be found.

In expanding the interest of the child we enable him to ally himself with a cause that overreaches himself. The task of education is to help him save his own soul by administering to the indispensable needs of others who are immedi-

ately related to the things he considers important; to help him find out how his interests might en rich the lives of others, and thereby transform his own.

February Party Suggestions

(Continued from page 525)

tines for each person in the group. Cut each into various sizes and shapes and place into envelopes. These are distributed to the group one for each person. Paste and a sheet of paper large enough to mount one of these valentines are given each person. They are instructed to put the valentines together and paste on the paper. When mounted they are numbered and hung upon the wall. Each person is given a pencil and paper and are asked to judge which valentine is typical of each particular person since there is one for each, i.e., if you think No. 1 represents Mrs. Smith write "Mrs. Smith" opposite No. 1 on the sheet of paper. The person guessing the most wins.

Heart Sandwich. Every one is given a red cardboard heart which is slung over his or her shoulders in sandwich-man fashion. Moreover, on each heart is the name of some sandwich—jam, ham, cheese, nut, lettuce, etc. The leader, who has a list of sandwiches, selects them at random for stunts. Thus he may sing out, "ham and jam" to do a dance or "cheese and nut" to have a tortoise race, and the like.

Heart Felt Wish. Each person draws from a hat at random a sealed envelope with a heartfelt wish contained in it. This envelope is to be pinned to the shoulder of the next person ahead of him. When all are thus adorned, they form a circle, facing out, and the leader within the circle touches some one's back with his wand. The entire circle wheels about and watches the unfortunate victim open his envelope and perform his wish in the center of the circle. As all are in the same boat, it behooves each one to be sympathetic. From the performer's actions the rest guess the wish. Such as these are good actable ones: Wish I could dance; Wish I could sing; Wish I could row a boat; Wish I could play ice hockey.

(From bulletin issued by the Department of Public Playgrounds and Recreation, Reading, Pennsylvania.)

A Lincoln's Birthday Party

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struct the prospective guests to bring twelve Lincoln pennies as the admission price. The pennies may be used for some of the games, and later they will help pay for the refreshments.

The Program

Find the Pennies. The group stands or sits shoulder to shoulder in a circle with hands behind backs. Half a dozen pennies are started around the circle. "It," the player in the center, tries to locate one of the circulating pennies. When he points at one of the players the player must show both hands. If he is caught with a penny he becomes "it."

Penny Race. Select eight contestants and have ten pennies for each person placed on the floor at regular intervals. At a signal the players pick them up one at a time and race back to the starting line to deposit them in a penny bank. A touch of glue on the last few pennies will add difficulty to the game. The game may be played by requiring the contestants to wear gloves.

Penny Relay. (*a*) Form the group into lines of eight or ten. The players pass about twenty-five pennies, one at a time, down the line. When the last person has accumulated all the pennies he brings them forward. This is repeated until all have had a turn. The line wins which finishes first.

(*b*) Have six players race from one end of the room to the other carrying ten pennies on a foot ruler. If they spill any they must start over again.

Song Guessing Contest. Some one plays Civil War songs on the piano and the guests try to identify the songs. For example, "Tenting Tonight," "John Brown's Body," "Darling Nellie Gray," "Marching Through Georgia," "Battle Hymn of the Republic," "Dixie," "Bonnie Blue Flag," "Battle Cry of Freedom."

Lincoln Story Contest. Each guest comes prepared to tell a Lincoln story of fable. A prize is given for the best story.

(Prepared and broadcast by W. T. Rowe and T. R. Alexander of the Downtown Y.M.C.A., Pittsburgh, Pa.)

How to Produce a Play

(Continued from page 528)

face, being sure the hair lies in the direction in which it naturally grows. Under the chin the hair grows towards the front, and on the sides it grows down. Observe a bearded man and follow the natural hair direction. Apply the mustache in two pieces, remembering that a mustache grows up and down, not sideways. Press the beard and mustache firmly to the face for a moment with a towel, then comb out gently and trim with scissors.

Scars. Realistic scars can be made by painting in the scar with non-flexible collodion, letting it dry, then painting over it again if the scar is not deep enough. Repeat until the scar is the desired depth.

Nose Putty. The nose, chin and cheeks may be altered by using nose putty. The features desired are modeled first upon the face, then the face and false features are covered smoothly with the base grease paint and the make-up continued. Morticians wax (used by undertakers) is better than the nose putty, but more expensive. It is applied in the same manner.

Teeth. Teeth may be whitened with white tooth enamel, or blocked out entirely by black tooth enamel or black wax, for old age or character parts.

The Make-Up Kit

Every amateur actor and director is urged to study the art of make-up more thoroughly by securing booklets published by the make-up companies, and books on make-up. Like all other arts, it requires study and practice, but it will amply repay the student in greatly improved characterizations and productions. Every club should have a make-up kit. A good minimum kit is listed below, for the various brands of make-up.

Max Factor's Theatre Make-up

Cold cream
Powder—2 and 7-R
Grease paints—2, 6A, 5½
Liners—Yellow, gray, blue, brown, white, black
Derma pencils—Black, brown
Under rouge—2 and 4
Moist rouge—1, 2, 3
Dry rouge—Raspberry, technicolor
Black masque
Spirit gum
Crepe hair
Nose putty
Clown white
Minstrel burnt cork
Black tooth enamel

Stein's, Miner's, Leichner's, and Other Stick Grease Paints

Cold cream
Light and dark powder
Liners—Gray, dark crimson, brown, yellow, black, blue, white
Artists' stomps
Wet rouge—Light, medium and dark
Dry rouge—No. 18
Black mascara
Spirit gum
Crepe hair
Nose putty
Clown white
Burnt cork
Black wax

After the performance remove the make-up by massaging thoroughly with cold cream, and wiping away make-up with a soft cloth. Repeat if necessary. When all make-up is removed, wash with soap and water.

Palo Alto's Community Playhouse

(Continued from page 531)

ganizations in the locality. Ralph Emerson Welles, a young man already equipped with years of professional and community theater experience, was retained in November, 1932, as supervising director. Whitmore Waldegrave is the technical director, and Waldemar Johansen, an artist of considerable practical experience both here and abroad in Germany, is art director.

With a growing membership of four hundred, and an enthusiastic clientele drawn from Palo Alto, San Francisco and the entire Peninsula and Bay region, the Community Players are offering each month one full-length play, one program of professional one-act plays, one program of original one-act plays, and a lecture, symposium, music or dance recital. The writing and production of original plays, experimentation in stage-craft, and the encouragement of inexperienced actors and artists, are considered vital to the organization's future.

There is plenty of recreation for The Player in the good times they have working together. They enjoy every minute of the time they spend on a production, and the harder they work the better they seem to like it. There are artists who slave for hours on sets and never care whether their names appear on the programs; there is no thought of self-glory, simply joy in creating something beautiful.

Foundations for a theater school are being laid, since the theater's soundest growth is held to be dependent upon the school's development. Extensive plans are now being made for classes in directing, stage-craft and dancing for the fall and winter.

"Growing Pains," a full-length comedy by Aurania Rouverol, Palo Alto playwright and author of the Broadway success, "Skidding," had its premiere at the Community Theater on July 20. From Palo Alto this play was taken to the Pasadena Community Playhouse, where it also enjoyed a triumph, and is to be produced in New York City this fall.

"Interference," British drama of suspense and murder, played to capacity houses in August at the theater. Next, the Community Players will present "Nine Till Six," Aimee and Philip Stuart's comedy-drama which has a cast of sixteen women and no men. One of the features of all performances at the theater is the host and hostess committee, who greet members of the audience as they arrive, and invite them to come backstage after the play to meet the actors and actresses and chat over a cup of hot coffee.

The director's salary and the funds for the maintenance of the building are appropriated in the city budget. As one of the few little theater organizations in the United States directly operated as a city department, the Palo Alto Community Players are striving to provide a year-round program of recreational activity in which all may participate in their increased leisure. As for the theater building itself, it is said to be one of the three municipally owned and operated little theater plants in the United States.

New Books on Recreation

Folk-Dances and Singing Games

Described and edited by Elizabeth Burchenal, B.A. G. Schirmer (Inc.), New York. Board cover, net $1.25; Cloth cover, net $2.75.

IN 1909 THE FIRST EDITION of Elizabeth Burchenal's *Folk-Dances and Singing Games* appeared. In its publication Miss Burchenal made a great contribution to the movement to promote the use of folk-dancing and the appreciate of folk-arts in general. In the 1933 edition of the volume, just off the press, appears the preface written by Dr. Luther H. Gulick for the original publication. Dr. Gulick was one of the founders of the American Folk-Dance Society of which Miss Burchenal is president and director. What he had to say in his introduction about the importance of the folk-dance is even more applicable at the present time than in 1909.

The book contains twenty-six folk-dances of the United States, Denmark, Sweden, Russia, Hungary, Finland, Italy, Czechoslovakia, England, and Scotland. A number of dances have been incorporated which did not appear in the original volume. For each dance music is given and there are full directions for performance, with illustrations.

On Skis Over the Mountains

By Dr. Walter Mosauer. The Cloister Press, Hollywood, Calif. $.50.

DR. MOSAUER of the University of California and chairman of the Ski Committee of the Southern California Chapter of the Sierra Club, has given us in this illustrated booklet a manual on the technique of skiing. Such details are considered as equipment, how to carry and put on the skis, and the technique of walking, climbing, running, jumping, stopping and turning. It is an exceedingly useful booklet for winter sports participants to own.

Dance Studies Analyzed

By Betty Lynd Thompson and Margaret Jewell. Dance Drama Committee, Women's Building, Corvallis, Oregon. $1.00.

THIS CAREFULLY worked out booklet contains descriptions of fourteen dances created by the authors for class use or program material in the hope that they will be of help to the young dancer and of service in supplementing the dances used for purely recreational work in class. All fourteen presented—and directions and diagrams are clear and definite — have been used with marked success in class and in indoor and outdoor programs. They are, therefore, tried and proven.

Music for a number of the dances is available in separate booklets. For example, for *Sing-A-Song,* based on the old nursery rhyme, music by Eunice Steel may be secured for 50 cents. Original music for *Sleeping Beauty* written by Eunice Steel is available at $2.00.

Dependent and Neglected Children

White House Conference on Child Health and Protection. D. Appleton-Century Company, New York. $3.00.

THIS PUBLICATION coming out of the White House Conference on Child Health and Protection is a declaration of principles from the Committee on the Socially Handicapped on the care of dependent and neglected children in the light of our present knowledge, resources and problems. It presents new data on subjects about which there has been little published and discusses methods of attacking problems of dependency and neglect which need special emphasis at this time.

Tiny Tower

Catherine McNelis, publisher. Price $.10 a copy.

UNDER THIS TITLE a monthly magazine for younger children—published *for* children and not *about* them —has made its appearance with the December issue. It is full of suggestions of things to do—games, puzzles, cut-outs, picture patches and easily understandable stories. It is delightfully illustrated. The magazine, which is published by Tower Magazines, Inc., 4600 Diversey Avenue, Chicago, may be purchased at selected newsstands and at Woolworth stores.

Development of a Leisure-Time Program in Small Cities and Towns

By Ella Gardner. Children's Bureau, U. S. Department of Labor, Washington, D. C.

IN THIS thirteen page mimeographed bulletin Miss Gardner suggests the steps involved in setting up a recreation program in a small city or town, the making of a brief study, the appointing of a group to take charge, the enlisting of public support, and ways of starting the program. A limited number of copies are available from the Children's Bureau free of charge.

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What Holds Recreation Back From Making Its Greatest Contribution to Human Welfare?

IT is charged that recreation is held back in America because its administration in most communities is not unified, because responsibility for it in the city government is divided up between park boards, school boards and other boards. Others see recreation discredited because it is exploited by various groups for their own specialized group ends. Recreation is used for bait for religion, morality, a certain system of culture rather than for the undiluted good of the individual to be served. Thus it is claimed the progress of recreation is held back.

Unification, centralization, regimentation, control are not particularly desirable words to couple with recreation. Not here, however, does the greatest difficulty lie. Of course we who work in the recreation movement are not concerned about what holds recreation back, but rather what keeps men and women from obtaining the greatest recreation values out of living. In part what holds recreation back from making its greatest contribution to living is the fundamental philosophy of the best people in America — that work in itself and for itself is a great virtue; that there is goodness necessarily in doing what is disagreeable; that what is pleasant and agreeable and brings happiness must be wrong; that there is value in wearing a hair shirt.

It is recognized that children should play and be happy, but for adults to continue to play just because they want to, because they find "durable satisfaction" in it is thought to show that they have not grown up, that they are childish. Of course one may play to keep up one's health. One may play to improve oneself, to prepare for a later life that may never come. One may play to aid one in business connections. One may play to build up, or to keep up his morale for work.

But one must always have an excuse for merely living, for playing. The thought of a grown man right here and now in the present having the nerve just to live, just to do things because he wants to—why it violates all our established American habits.

We must give excuses even to ourselves for daring to live in the present. We must apologize. We must hide our present play as adult education, as some serious and painful process being carried on as a duty. We are becoming cultured. We are growing. We are improving ourselves. We would test everything by how far it has educated us. Some of our number would even like scales to measure our growth, our education from year to year. And there are many who set out to make the great mass of the American people in their free time self-conscious prigs.

To live and to live gloriously as much of the time as possible—that is the thing.

Except as we remain as little children with child hearts we do not continue in the kingdom of heaven here and now.

Soon we shall have a new generation that has not made a god of work, that does not apologize for "having fun," that without self-consciousness, without priggishness, can live in the present as well as in the past and in the future.

Such a Periclean age is surely coming for America, but whether it, too, shall pass will depend in part upon the self-discipline of the men and women who have grown up from childhood not afraid to play.

HOWARD BRAUCHER.

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Courtesy Dr. Seuss Enterprises

"Youth is not a time of life; it is a state of mind. It is not a matter of rose cheeks, red lips and supple knees. It is a temper of will, a quality of the imagination, a vigor of the emotions; it is a freshness of the deep springs of life . . . Whether seventy or sixteen, there is in every being's heart, the unfailing childlike appetite for what next, and the game of life."

What 5,000 People Do in Their Leisure Hours

The National Recreation Association announces the completion of a study of what 5002 men and women in twenty-nine cities do in their leisure time. The information was secured through personal interviews and the use of a questionnaire listing 94 activities. Many industries and professions were represented and there was a reasonable balance as to nationality groups and sexes. More than half of the individuals were from 21 to 35 years of age. Four-fifths lived in eight cities — Boston, Watertown and Worcester, Massachusetts; Newark, Irvington and Millburn, New Jersey; Durham, North Carolina, and Utica, New York. Copies of the report of the study may be secured for $1.00.

A YOUNG COUPLE, highly trained and experienced professionally, for three years have had only occasional employment. They have been obliged to give up all activities they formerly engaged in, such as concerts, lectures, theaters, operas, taking advance courses, memberships in clubs, reading new books, boating and week-end trips. "Tennis and swimming are out. Fortunately we did not play golf so we are not having to deny ourselves of that pleasure." A dramatic organizer, Mrs. X, has attended no theater for three years except for a few times when invitations were accepted. "One cannot go on being entertained when one is unable to return in kind." What do they do? They can "laugh together" when they do not know where the next meal is coming from; they can still enjoy "just being together." They read though they often must wait weeks to obtain a text book. They "walk and walk"; spend a good deal of time studying; write some letters, but not many. "One's interest in writing diminishes under such circumstances." They visit the library and art museums, and occasionally go to a 15 cent movie.

This is one of many stories coming out of the study made by the National Recreation Association of what 5,002 men and women do in their leisure time and what they would like to do. Some of these stories, coming from the conversations with many individuals about ways in which they are spending their free time and from social workers and recreation leaders in daily touch with unemployed, show how because of, or in spite of reduced income people have found new interests in life and outlets for self-expression. Others paint the dark side of the picture—the deprivation of social contacts, of opportunity for pleasurable activities leading to discouragement and desperation.

There is the woman, an executive for fifteen years, always with a large salary who has been unemployed except for occasional temporary positions during the past few years. With funds or any margin of security she could have used this block of spare time to great advantage. For fifteen years her position involved continuous work during the summer. She would now revel in this additional free time if only she could afford week-ends with her friends. Tennis and swimming are her particular interests. She would have delighted to volunteer at a settlement house, to have led a glee club, directed dramatic activities or attended plays and concerts. She has done little else except to hunt jobs from 9:00 to 5:00 other than read or do jig saw puzzles to occupy her mind. Here is the tragedy of a greatly increased margin of leisure which has not proved to be free time because of the great strain under which she is laboring.

Others fortunately have been able to use their spare time more advantageously.

An unemployed Italian, a musician twenty-three years of age, finally realizing that no job was forthcoming for the present, set out to find a solution for his problem and incidentally solved that of more than a score of other jobless musicians. He formed a symphony orchestra of men and boys with a membership of twenty-five. One of them qualified as a director. He secured help in organizing the orchestra at his neighborhood recreation center where space was furnished for the rehearsals. The orchestra rehearsed four hours two evenings a week in winter and two hours weekly in summer. It has given two concerts at the recreation center charging 10 and 15

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cents admission which has covered the cost of the music. This lad has a justifiable pride in leadership and a satisfaction in being of use.

A professor of chemistry living in a small New England town, unemployed for more than a year, was induced by his wife to join a manual training group in a neighborhood recreation center where she was doing craft work. He had never worked with his hands before, but he closed the season with a beautiful corner cupboard to his credit. His wife declared him to be "revolutionized"—there was just no other word which completely expressed the change in him. "Now he has an avocation for life," she said.

A young man who lost his business and his home was without employment for nearly two years. He described himself as being in a "terrible state of mind" until it was pointed out to him that his enforced leisure might be profitably used in the public recreation center which is town supported. "The benefits that I have derived from the recreation activities such as tennis, baseball, volley ball, swimming and other sports have been enormous." A little later his wife sought recreation at the same center with a resultant happy change of atmosphere in the home.

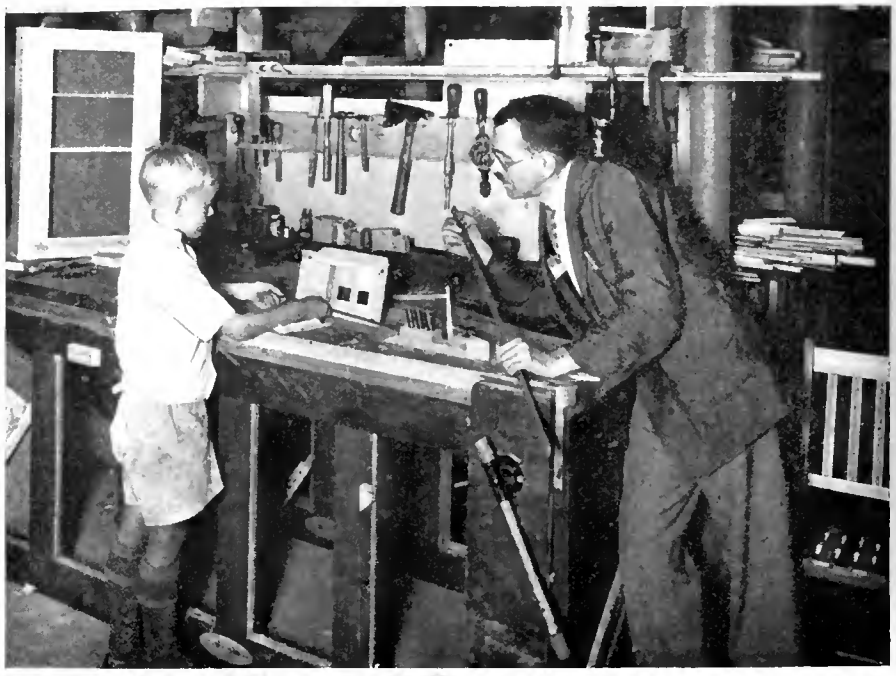
What People Do

Reading newspapers and magazines, the radio, the movies, visiting or entertaining, reading books of fiction, motoring, swimming, writing letters, reading non-fiction books, and conversation, were in that order the diversions reported by the most people. The number ranged from 3977 reading the printed word to 2735 exerting their conversational powers. These diversions also proved to be the ones *most often* engaged in but the order of popularity was different except for the first two on the list which again stood respectively first and second.

Bridge at home, picnicking, attending the legitimate theater, parties or socials, hiking, or card parties at home were also numerous, each having more than two thousand adherents. Reading non-fiction books, be it noted, rated fifth among the things done most often, though it stood ninth as to the total number of individuals reporting it. Family parties were indulged in by almost two thousand individuals. Playing tennis and serious study were in close competition for nineteenth place.

Loafing, which is not without its distinguished advocates, was far down the list. Playing in bands or orchestras was near the bottom, along with croquet, attending evening school, archery and raising chickens. Taking part in political, church, or civic activities rated 1747 devotees and twenty-fourth position in point of numbers reporting, but stood in fifteenth place from the point of view of frequency of participation.

These recreations center mainly in or about the home; most of them cost little or nothing; they are individual and quiet or passive. The elements of group participation, social intercourse, and physical activity are almost entirely lacking, especially in the first ten, although they are more frequent in the next ten. Music, drama, and crafts,



Fathers report that they are spending more time with their boys in home workshops, and many more activities are now centering about the home.

Courtesy Radburn, N. J., Association

as well as games, sports, and outing activities rank low. The number of people reached by the programs of recreational and educational agencies is small compared to those who participate in activities carried on individually, either at home or in informal outside activity. A typical case is that of a housewife who has been obliged to sell her car and has therefore had to give up traveling, calling, picnicking, etc., "is doing more gardening, both flower and vegetable, more canning and preserving, has built a fireplace in her yard, increased interest in the care and welfare of her two year old baby, and is improving the grounds and house by obtaining extra slips and roots from neighbors and friends."

An architect reports, "No work, lots of time for repairs, gardening, poultry and reading." A teacher states, "During the past two years I have spent more spare time fostering club work among boys after school. Have supervised boys and men in gardening and have directed activities in county league organizations." A young Pole, a sculptor and architectural designer, with depleted funds due to three years of unemployment, is using much of his leisure in a local civic league, conducting art and designing classes among Poles and Italians.

Frequently it is reported, "I have more time for the things I enjoy at home" or "curtailed income has necessitated more home or public recreations." Others say they are staying home more with their children. A number of fathers are making things with their children; there has been particular mention of spending more time with their boys in home workshops.

What People Want to Do

Tennis, swimming, boating, playing golf, camping, caring for flower gardens, playing musical instruments, motoring, theater going, and ice skating are the things the people principally want to do. Hiking, taking part in amateur dramatics, fishing, listening to the radio also rank high in their expressed desires. This lends support to Professor Jesse Steiner's conclusions in "Americans at Play" that at heart the people of the United States are not "spectators."

Unlike their present activities, these preferences are chiefly away from the home, and they call for vigorous and even strenuous physical exertion. With one or two exceptions the ten most desired are obtainable only at some cost to the individuals either for equipment, instruction or admission fees. And, what is important to social planning, more than one-half of these activities and the ones desired by the largest number involve facilities, organization, leadership or other special provision by public or private agencies of the community. One may develop a flower garden on his own lot, but to finance his own tennis court, golf course, swimming pool or camp is beyond his reach.

Considering activities outside the home, of which there were 57 in the total list, there was an average of 35 — or 60% — in Boston, Newark, N. J., Worcester, Mass. and Durham, N. C., in which the unmet desires exceeded frequent participation.

There is no consistent ratio between the number of people desiring to take part in the various activities and the number already taking part. Where the majority of people already take part, a relatively less unmet desire is recorded. On the other hand, many people would enjoy participation in some activities in which large numbers already take part, such as motoring and swimming. It is clear that home interests are proportionately better satisfied than outside activities. The job of providing opportunities for people to take part in activities which they would enjoy doing away from their homes is still largely to be done.

Influence of the Depression

The changes in activities in a year's time, another point covered in the study, were in the direction of more activities and favored those that cost little. Listening to the victrola, ice skating, attending the movies, attending the legitimate theater, coasting, motor camping, pool and billiards, indoor bowling, and attending amusement parks are among the activities which fell off, the study revealed. Dance halls suffered less than any other commercial recreation. Joining athletic, social, semi-religious, church, musical and other organizations during the year was reported by 1593 persons, while 569 dropped out, making a net gain of 1024 for "joining." Home activities showed the greatest gain. There was a large increase in educational interests.

In general, financial limitations rather than choice dictated a change in people's use of leisure. "Lack of funds"; "no proper clothes"; "inadequate facilities in the neighborhood"; "no money for carfares"; "added duties and responsibilities due to enlarged households"; "overtime work"; "too discouraged or worried because of loss of

job to concentrate on anything" were among the reasons given frequently for discontinuing outside group activities. The fear of having their only clothes harmed was mentioned as reason for not taking part in strenuous sports and games.

A machine designer of fifty lost his job and had to sell his tools and equipment, thus losing his private workshop. A man of sixty-five had to give up his hobby of flowers because of moving to smaller quarters. A laborer of sixty whose sole diversion since the loss of his job has been playing a band, lost that when the band broke up because of financial difficulties.

A man sales clerk of 27 dropped out of the Y. M. C. A. and gave up an art class, swimming, fishing, theater and the movies. "A 75% income cut and present duties make for short evenings and much night work, preventing study and recreation." He would like to study art, drama, and advertising.

The impact of the depression on the people varied with their own resourcefulness, training, taste, emotional resiliency, and economic condition. A sense of insecurity paralyzed all interest in an effective use of leisure for some unemployed. Others, after vain efforts to secure work, made the best of the situation and plunged into recreation or study with more or less enthusiasm. An ingenious Italian, of a musical family, collected an old piano out of a dump. Some missing parts were supplied by delving into another dump. He worked for days putting it all together. The restored piano is now in enthusiastic use by the family, all of whom are unemployed.

Analysis of the activities of the Boston and Newark people who numbered almost one-half of the total with reference to employment status, showed that the full-time employed had a diminishing variety and frequency of leisure time activities. The part-time employed appeared to enjoy the most favorable position with respect to range and increasing richness of interests. Why should the persons fully employed have less recreation? The answer is a matter for speculation as far as the total numbers are concerned. The interviews with some individuals, however, revealed that some were required to work long hours at low wages, many were actually caring for relatives in their homes, or were contributing to their support, and others in fear of unemployment were saving every penny that they could. Furthermore, analysis of the employed group showed that two-thirds of them were women and girls whose activities were likely to be more restricted than men's.

The part-time employed group had the best balanced recreation diet. They strengthened their leisure time experiences during the depression, and their activities were better balanced than those of any other group both with respect to home interests and outside. This would indicate that added leisure resulting from part-time employment makes possible and is being used for a richer recreational life.

The entirely unemployed and those only occasionally having jobs are in a much less favorable position. Obviously they are handicapped by lack of funds, clothing, and home facilities and by the mental condition arising from unemployment. They advanced their recreational status during the year in question but many types of activities were entirely closed to them.

If this study is any index, the American people are less satisfied than heretofore with vicarious enjoyment of sport, indoor life and the arts, and want to participate themselves. Community planning for these satisfactions on a large scale is called for. Municipalities and counties should multiply their tennis courts, and swimming pools, extend their bathing beaches and golf courses, and make ampler provision for boating and fishing. More art classes, orchestras or classes in

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More nature trails such as the one developed by the New Haven Park Department would help to solve the problem of the office worker who wrote: "I wish some organization would foster walking tours or hiking parties. Sitting at o desk all day makes one 'stuffy' and dull."

The Leisure Hours of Young Business Women

By JANET FOWLER NELSON

THE PAST FEW months of course have lent peculiar significance to the whole question of leisure—leisure, which all too frequently in the past has meant more release from necessary occupation. But today we are not satisfied with this negative emphasis. Rather are we interested in the positive, constructive, dynamic values. How may we inject into the leisure hours of today, and the longer leisure hours of tomorrow, that conception of rich and purposeful living which is, after all, our ideal connotation of the word?

Not by theory alone, for the most elaborate philosophy may falter unless it is conceived on the basis of known time and money limitations, and of even more tragic importance — known limitations of interest.

Therefore we have examined the present status of the leisure time interests and activities of a group of young business girls. Just as in the past we have been accustomed to budget wages, so have we constructed budgets of time — budgets based on the analysis of over three thousand actual diary records—diaries of work-days, of Saturdays, of Sundays, which give us a vital, living picture of lives in small towns and large, in metropolitan Boston and New York, in industrial communities such as Bridgeport, in cities of relatively simple social structure such as Bangor, Maine. These diaries came from secretaries and stenographers, public school teachers and librarians, research assistants in our universities, clerks and typists from nationally known business institutions as well as from the small independent concerns, all working, most of them young, and earning between $20 and $30 a week.

Obviously the more subtle values are obscured, but the rough outlines of working days and weekends are revealed. And is it not legitimate to read even between these lines? We note in one diary a half hour's drive to the movies. May we not pause to chuckle at the three times half-an-hour it took to drive home? Especially when Saturday's diary beginning at twelve midnight and therefore a continuation of this Friday's record devotes an entire hour to "Boy friend said goodnight!"

Dr. Nelson's study of the practices and desires of young business women was conducted under the auspices of the Laboratory Division, National Board of the Y.W.C.A. Her findings are based on the analysis of over 3,000 diary records submitted in the spring of 1932. The printed report of the study will be issued in the spring through the Womans Press, 600 Lexington Avenue, New York City.

But turning our attention for a moment to the group as a whole—our initial concern conceivably lies in the actual time reserved for leisure. From an analysis of the diary records we note that there are approximately four and a quarter hours of leisure on a work day; between six and a half to seven hours on Saturday, and with Sunday uncomplicated by either time spent on the job, or time spent in transportation to and from the job, available leisure increases to over ten hours.

What Do They Actually Do?

But our major interest, of course, is concerned with what these girls and young women actually do in their leisure time. They may say, as they actually do when presented with a check list, that reading, traveling, automobiling, going to the theater, listening to the radio, seeking more education, sports, music, dates and dancing are their major interests. Whereas, practically their entire leisure time is actually absorbed in, at best, a very few of these. When we report on the basis of our analysis of their workday diaries, major activity in visiting and entertaining — that is, casual, informal social experience—in reading, radio and automobile riding, plus a certain amount of unplanned leisure, we have about covered the field. Moreover, in a total list of all reported leisure time activities, the only so-called commercial recreation that appears at all importantly is "movies." Saturday and Sunday records only serve to strengthen these tendencies, although

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they also inject into the leisure time picture activities characteristic of the days themselves—such as shopping and dancing on Saturday and church on Sunday.

One other important activity, of course, crosscuts all of these, i.e., "dates" for they may include any or all of these. We find about 16 per cent reporting dates on a work day, 30 per cent and 35 per cent on Saturday and Sunday. Moreover, well over half the group reported at least one date in the course of their three day diary. These figures are lent increased significance when considered in relation to the response to the question, "What do you hope to be doing when you are 35?"—where almost 70 per cent indicated the expectation of, or at least desire for marriage. Both from the standpoint of indicating the value of increased facility for mixed recreation, as well as considered from the standpoint of specific program content, these results demand thoughtful consideration.

To return, however, to a consideration of the most frequently reported leisure time activities, one important conclusion emerges. Is it not significant that of the most frequently reported activities, three are media, really channels, through which other interests are tapped? I refer to reading, radio, and movies. This emphasis alone is interesting, to be sure, but are we not more interested in *what* they read, *what* they see at the movies, or *what* they listen to on the radio? Do we not have more implications for constructive social concern in the control of these? In fact, is this not a direct challenge to the community? Are we not in desperate need of increased consciousness and awareness of the importance of these media; of recognition of social responsibility for these tools of leisure? Moreover, there is a direct hint to organizations concerned with program building to *use* these very tools in the stimulation and development of other specific interests, not from the standpoint of superimposing something on some one which she doesn't want, but from the standpoint of providing for enrichment of content, of providing for natural selection and growth and expansion.

What of the Extra Time?

Another most illuminating result of our study emerges from a comparison of business girls who already had gone on the five-day week, with a group which were still working the conventional half day on Saturday. What happens to the extra time—these four hours formerly spent on the job, plus almost another hour spent in transportation to and from the job? In the first place, only half of it appears as leisure. The rest is absorbed by other necessary activities. Indeed, we find a general slowing down process, a shift in tempo from our busy, hectic days, for we find that extra sleep in the morning, more leisurely eating, more time spent in personal care, and also more time spent in what we call home responsibilities. And as for the actual leisure — although the same general emphasis obtains in both groups on reading, radio and automobiling, we find the following significant differences between them: In the non-working Saturday group there is even more entertaining and visiting, more automobiling. But we also begin to get increased emphasis on walking and hiking, more swimming and all day trips to the seashore, as well as a small but perceptible increase in golf and tennis, although neither group reflected these latter two, to any great extent. We also find significantly *less* going to the movies. Whereas of the girls who work Saturday morning, almost a quarter of them also went to the movies that same day, scarcely ten per cent of the non-working Saturday group reported this in their diary.

Are not these results peculiarly important in so far as they reflect a natural inclination in the use of extra leisure? Time is ceasing to be a limitation. Must we not accept responsibility for providing physical facility as well as providing skills? Surely this emphasis on the more constructive, active, less passive activities is wholesome and should be preserved and enhanced.

"Whether it be the four-day or the five-day week; the six-hour or seven-hour day, the result will be that the great majority of the American people will have more leisure. It will be a leisure founded upon a greater sense of security and a sounded confidence in the future for both themselves and their children.

"How will this leisure be spent? What use will we as a people make of those extra hours, the employment of which is left to our own tastes and devising? . . . There is no need to waste this new leisure. All we need to do is to take advantage of our opportunities and reap benefits unbounded."—*Arthur N. Pack,* American Nature Association, Washington, D. C.

More Leisure Time Studies

THE INCREASE in leisure time and the growing importance attached to the use of leisure in the new economic order have led many groups to make studies in this field. Brief information about a few of these follows:

A Study by a Department Store

The following facts were gathered in a study carried on for Gimbel Brothers, Inc., by J. David Hauser and associates. This study involved interviews with approximately 40,000 women in New York, Philadelphia, Pittsburgh and Milwaukee. A fair cross-section of the communities was covered, neither extremely poor nor extremely wealthy being represented.

One section related to the ways in which leisure time resulting from the National Recovery Administration is being used. A summary of the replies indicates the following distribution of this added time. Thirty-one percent of the people interviewed reported that somebody in the family had more leisure time as a result of the NRA. The following table is based upon the comments of this 31%:

Housework	16%
Reading	12
Resting	12
At home	10
Recreation	8
Study	6
Shopping	4
Theaters, shows	3
Exercise	3
Other—miscellaneous pursuits	12
Doing nothing	6
Did not state	8
	100

When the persons reporting more leisure on account of the NRA were classified according to economic status it was found that those with a low average showed that 36% of the families were affected. For those of average status it was 31%, whereas only 20% of the families with a high economic average reported more leisure resulting from the NRA.

An analysis of the replies to the question relating to leisure indicates the relative extent to which it was reported in the four cities studied and also the ways in which the extra time was spent in each of the four cities. Following is a tabulation of the replies to the question: "Do any of your family who are working have more leisure time on account of the NRA?"

	Women Interviewed In			
	New York	*Philadelphia*	*Pittsburgh*	*Milwaukee*
Yes	26%	33%	26%	39%
No	74	67	74	61
	100	100	100	100
How they spend the extra time*				
Resting	19%	9%	11%	8%
Housework	12	14	17	21
At home	10	11	12	8
Recreation	9	6	7	9
Reading	9	12	10	17
Study	6	6	4	6
Theaters, shows	5	5	1	2
Exercise	4	3	2	4

* Percents are of the number who have more leisure time. Some of the women did not state what was being done with the extra time.

	New York	*Philadelphia*	*Pittsburgh*	*Milwaukee*
Shopping	3	4	5	3
Other things	15	16	6	11
Doing nothing	6	7	8	4

New Yorkers would appear to be "resting" more than twice as much as inhabitants of Milwaukee as a result of the NRA. Nearly twice as many people in Milwaukee appear to be "reading" as is true in New York.

The "Forum" Reports Its Interests

The Personnel Department of the American Telephone and Telegraph Company conducted a brief study among 60 employees, most of them in engineering positions and all members of a discussion group called "The Forum," as to what they were doing with their added leisure. Most of these persons are now working four and a half to five days as compared with five and a half days two years ago. Much of this additional time has been absorbed in home maintenance and in improvement although some is used for outdoor recreation. Additional activities listed in the order named were: talking with the family, reading, playing with children, athletics, educational courses, cards, indoor games. Arts and crafts appreciation, civic and political activities appeared near the bottom of the list.

The average hours per week reported spent in various activities were: reading, 10 hours; arts and crafts, including gardening, 6 hours; athletics, 4½ hours; cards, 4 hours; education activities, including the Forum meetings, 5 hours.

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Vacations were largely spent in travel, swimming being one of the chief activities mentioned. Activities involving advancement in their vocations play a very small part in the leisure time of this group. The chief obstacles mentioned were: (1) lack of time; (2) cost; (3) cost of travel in vacation periods. The opinion was expressed that the use of leisure of this particular group does not present a very serious problem.

The Leisure Time Activities of 400 Persons

This study was conducted by Miss Marion Flad as a part of her work in the graduate course in occupational attitudes and values at the University of Southern California. The study covered avocations, vocations, leisure time activities participated in, both indoor and outdoor, the average time per week given to activities, the number of hours those replying had been interested in each activity, the attitudes toward activities and attitudes against them. Miss Flad has based the following conclusions on outstanding facts of the study:

1. There is common report that no real thought had been given to the use of leisure time.

2. A limitless variety of activities more or less unorganized are cited.

3. Many leisure time activities, consciously or unconsciously chosen, balance vocations.

4. A surprisingly large number of activities that have been pursued over a long term of many years are listed.

5. A large percentage of physical exercise pastime activities and hobbies are given; a small percentage of avocations.

6. The need for greater emphasis on avocations, more avocational planning and more avocational guidance is evident.

7. A large number of personal enjoyment activities as opposed to group welfare ones are revealed. This may throw light on why interest in public affairs is low.

8. The need for publicly promoted avocations and public supervision is clear.

"It is an extremely narrow range of activities to which the average person turns in his spare hours," was the conclusion of the St. Louis, Missouri,

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Our children must be educated for the use of the leisure which will be theirs abundantly.

Courtesy Highway Beautification Council, Springfield, Massachusetts.

Camp Fire Girls Have An Answer

WHILE those of us who already have more leisure time, and those of us who see it in the offing, are wondering what we shall do with it, Camp Fire Girls are working out their own solution. Their answer to the spare time problem is *hobbies*. They have chosen hobbies as their national project for 1934, and girls everywhere are working on their individual special interests.

"There is no question but what every girl should begin as young as possible to build up a variety of hobbies, hobbies which can fill quiet hours or which can take her out into the open air, even hobbies which can, if necessary, supplement her regular work income and still provide her with an outlet which will express her own desire to create something with her hands. To some of us it is cooking, or knitting, or pottery or writing. That we should develop every possible avenue no one who is familiar with the lives of busy, happy people can deny."—*Mrs. Franklin D. Roosevelt* in a letter to Camp Fire Girls regarding the hobbies project.

There are a good many things girls between ten and twenty can do, especially if they have already been introduced to the Camp Fire Seven Crafts — Home Crafts, Hand Craft, Health Craft, Camping, Nature Craft, Business, and Citizenship.

In order to get a girl well started on her hobby, the national organization has outlined a plan whereby the girl may earn a national award for her beginning work on her chosen project. Some of the requirements in this plan are:

Plan and carry out a dinner, having the place cards, decorations, toasts, entertainment and possibly the dinner itself based on the hobbies of the girls in the group. (Group requirement)

Organize a hobby fair or exhibit to show the hobbies of the girls in the group. (Group requirement)

Make a scrapbook or notebook for your hobby.

Make a plan for carrying out your hobby.

Give a hobby party for relatives or friends, or make a book of hobbies containing a list of friends and their hobbies. Make some contribution to each friend's hobby.

Some of the things which are appealing to Camp Fire Girls as they work on this project are:

Photography — making your own pin-hole camera, specializing in nature photographs, making a collection of pictures of children, pets, historic houses.

Story-Telling — making collections of children's stories to tell to younger brothers and sisters, or to tell at camp, at parties.

Camping — making your own cooking utensils to cook out-of-doors, making a map of your county to show the best camping spots, organizing over-night camp trips.

Travel — taking a trip around the world by means of your collection of photographs of foreign countries, collecting pictures of the vehicles used in various countries.

Architecture — making a scrapbook of early American houses, or of modern buildings.

Furniture — making a scrapbook of period furniture, or making models of early American furniture.

Cooking — making an international cook book, making a scrapbook of your favorite party dishes,

A Camp Fire Girl of Worcester became so much interested in cooking while she was earning Home Craft awards that she made up her mind to choose some branch of that art as her vocation. Quite often hobbies like this do turn into both interesting and profitable occupations. Another Camp Fire Girl developed skill and interest in art and verse while she attended a California camp, and finally made book-making her life work.

In early reports from Camp Fire leaders throughout the country where girls are working on this project, many unusual hobbies have come to light. In Pullman, Washington, a team of girls are learning to handle rifles under the direction of an instructor at the state university. In Wichita Falls, Texas, several girls who are interested in horses are teaching other girls to ride, tracing the breeds of the horses at the local academy, and in-

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The Place of Leisure Time in the Modern Social Order

The greater leisure which our changing social order is creating is the subject of discussion at meetings of groups of many kinds. We present in this issue a summary of a meeting held under the auspices of the American Women's Association, New York City, at which formal addresses were given by General Robert I. Rees of the American Telephone and Telegraph Company, and by Dr. Frederick P. Keppel of the Carnegie Corporation. In addition there were brief discussions of various phases of the problem.

THE SUBJECT, "Why Business or Industry is Interested in Leisure Time Activities," was introduced by General Rees with a number of questions such as: "What have we to do with other people's leisure anyway?" "Why should industry bother about its employees, especially their leisure time?" Reference was made to the many educational courses conducted outside of working hours by the various industries. Examples of interest in educational and recreational opportunities provided by telephone companies were also cited. One example was in the case of a company in Southern California which reported on the tremendous use of the company library during the past two or three years by all kinds of employees. Reference was also made to the sewing classes, to classes in English diction, archaeology, nature study and others, all of which have been extremely popular and which were reported to have had a very favorable and considerable effect on the morale of workers.

Alternate answers were given to the question, "Why is industry interested in employees' leisure and its use?" One of them emphasized the fact that by encouraging the wise use of leisure people are made better and more efficient employees. On the other hand, industry considers provision for its workers' leisure as a cooperative effort in helping attain the highest capabilities of each individual.

Although people do not wish others to do their leisure time planning for them, nevertheless it is important that industry should face the problems involved in the use of leisure time and should help to work out a program based on the best information and wisdom available, this program to be for workers without any force or obligation. A great contribution will be rendered if such a program is worked out in an effort to make available to people the leisure time opportunities which they desire.

The Place of Avocations

In discussing, "The Place of Avocations in the Well Balanced Life," Dr. Keppel illustrated the difficulty in differentiating between vocational and avocational training. It has been said that it is impossible to tell the difference between the two until you are dead, and then it is too late. Instances were cited where individuals through their avocations have made outstanding contributions to civilization. Dr. Keppel feels that possibly there is too much talk about leisure time and not enough emphasis upon the balanced life. One difficulty is that we slipped out of the pioneer stage without realizing it. Pioneer life itself provided the basis for a well-rounded life, but today it is necessary for most of us to seek it outside the job. One difference between the older system of life in England as compared with ours is the fact that in the English *Who's Who* persons' hobbies are invariably mentioned, whereas this information is not considered important in the American *Who's Who*.

There never was a good thing more poorly named than adult education. The term "education" itself has so many unpleasant associations, whereas people do not like to be reminded of the fact that they are adults, especially when the purpose of the movement is to help recapture the spirit of childhood or play which we have been educated out of. All the adult education movement can do is to see that a balanced ration of opportunity is offered in each community, from which the individual does the selecting. There is

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no occasion for high-powered salesmanship or pressure, although to a certain extent, people can be led and the conception of guidance is growing in many fields. It is easy to underestimate people's standards. He mentioned how it took radio concerns several years to decide that the best in music is none too good.

There is need for variety in the program in order to provide for each person some form of compensation for his daily task. You cannot be too logical in minding someone else's business. Opportunity for choice must be provided. After all, the real adult education job is for each individual to solve the problem for himself or for herself. It is a move from the realm of work or compulsion to that of freedom. Not only recreational activities must be considered, but for some people religious or civic activities round out their life and afford the compensation from work although for most people these activities are merely added to the load. Happy people are the ones who have achieved the balance. They are often the ones who have taken up and continued something which they missed in childhood whether it be music, arts, crafts or what not. Collecting is a lazy man's way of creating. One warning was offered with reference to the exercise of freedom, namely, the danger of spreading oneself too thin, in nibbling at everything. This results in diversion, not in re-creation.

The experience of the Adjustment Service, New York City, in its attempt to help unemployed persons find their place in life was briefly discussed by E. Dana Caulkins and Jerome H. Bentley of the Service. It had been felt that there might be some resentment on the part of the individuals interviewed at attempts to inquire into their free time interests and activities. Experience showed, however, that there was no basis for this fear. Few of the people interviewed had a basis for judging how they could use their time to the best advantage or what activities would appeal mostly to them. Emphasis was given to the different attitude on the part of people who are unemployed, as compared with employed men and women, in the consideration of their leisure. In the case of the unemployed, the individual is suffering from shell-shock. Rest and repose are very important aspects of avocational life and it is impossible to secure them in the case of unemployed persons without danger of deterioration. The best results have been secured by the Service when people are shown that leisure time activity has some bearing upon their vocation or avocation.

Leisure Time Studies

Brief reports were also given of recent studies of leisure time interests and activities conducted by the National Young Women's Christian Association* and the National Recreation Association.† A preliminary report was also given on the findings of an inquiry carried on by the American Woman's Association. These findings seem to indicate that business and professional women do not need so much to know what to do with their leisure but how to secure leisure. A surprisingly low degree of participation in various activities was recorded. Three hundred interviews or schedules had been quickly summarized with the following results:

125 women reported participation in sports and athletics
77 in reading
71 in arts and crafts appreciation, including attending concerts
37 attending the theater and movies
35 church, social and civic activities
29 arts and crafts

Reports were given on a number of activity groups sponsored by the American Woman's Association in writing, play discussion, puppetry and music. Instances were cited where individuals had benefited greatly by participation in these activities. The suggestion was offered that in view of the difficulty in arranging definite periods when professional women can attend groups regularly, a service station idea should be developed which would make it possible for various activities to be carried on at different times in order that persons might have an opportunity to join in the activity when they had free time to do so.

Adult Education Interests

The interest in leisure time on the part of the Adult Education Association was discussed by Miss Winifred Fisher of the Association's staff. She emphasized the fact that we should try and solve our own individual problems before attempting to plan programs for other people. It is all wrong that a person who has reached middle age cannot begin to do things and actively participate in various activities. There is need for pioneering to overcome self-consciousness and conventionalism for exploring and experimenting. A warning was issued, however, against the curio type of education which consists primarily of

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* See page 551. † See page 547.

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Suggestions for Music Week and Other Weeks

By AUGUSTUS D. ZANZIG
National Recreation Association

From inquiries and comments which reach him regarding Music Week observances, Mr. Zanzig has come to feel that there are dozens of communities in which people would like to have, during that week, "a festival that is really festive, a red letter event that will raise musical interest and civic spirit to the year's 'high'." In this article Mr. Zanzig offers suggestions for making music festivals worth while.

THERE IS UNDOUBTED value in making National Music Week an occasion for concerts and recitals by many groups and individuals of the community to whom the prospect of taking part in an observance so generally recognized offers a very welcome incentive for their rehearsals. Many a group and individual have had the satisfaction of performing in public during that week who have had no good opportunity for doing so at any other time. This aspect of Music Week should be maintained as long as it continues to be effective. (An enterprising Music Club which had brought about annually in a city of moderate size as many as ninety-nine concerts in the week was forced to change its tactics because of dwindled audiences. Even the best concerts by professional musicians who gave their services were no longer well attended.) Whatever the conditions, however, a real, outstanding festival can be of great musical and social value. One or more of the following plans for such a festival could be used in, or adapted to, any community in which there is a person willing and able to work to arouse general interest in the prospect and gain cooperation in carrying it out, without any thought of advancement for himself. (He should avoid especially any newspaper ballyhoo for himself.) That person might well be the recreation leader.

Music week is an especially appropriate time for a festival. That it is in the best part of the Spring, when among all country people, at least, there have for centuries been joyous celebrations, is enough to make it appropriate. But any other time in the year, including the Summer with its outdoor possibilites, can also be suitable.

A Festival of Choirs

In many a city two or more church choirs have now and then combined their forces for some special performance that has taken them and their audience to greater heights of inspiration and enjoyment than they ordinarily reach as separate choirs. Some festive events of this kind, as in Waterbury, Connecticut, and in Boston, have brought together as many as thirty choirs, Catholic, Jewish and Protestant, in a great community expression. When so many people give themselves generously to such a community enterprise without compensation and without regard to creed, social standing, politics, nationality or any other classification, an atmosphere is created in the community that is of great value. But a smaller number of choirs, even if they represent only one sect or faith, can also gain and give much through combining for a festival. The new insight and enthusiasm that a very good leader, chosen by the choirmasters and brought, perhaps, from outside the city, can give to them and the singers is an especially valuable possibility.

If the aim is to have only a few choirs combine, the project can be introduced through an interview with each choirmaster, who in turn will consult his pastor, and it can be planned in detail through two or three easily arranged conferences of all the choirmasters whose choirs are to take part in it. But if the aim is to have a community festival, more attention must be given to organizing for it.

One way in which this larger project can be worked out is as follows: Let the idea be presented to each of a few knowing ministers and

choirmasters to find out what they think of it. If they think it good and feasible, arrange to bring about a meeting of choirmasters from all the churches to consider the possibility. The call for this meeting might be made through the City Ministers' Association, the Organists' or Choirmasters' Guild, a Civic Music Committee, a Music Week Committee, the Recreation Commission or by one or more of the most respected choirmasters themselves.

Before the time of the meeting effort should be made to find out what person in the community is regarded by a number of outstanding people, including some choirmasters, as having the standing, civic-mindedness and ardor for such an enterprise as a choir festival, and time and ability to push it forward, so that he would make a good executive for it. He may well be a layman. Try to have him act as temporary chairman at the meeting, and get one of the choirmasters who approved of him to agree to "move" for his election as permanent chairman. At the meeting the idea of the festival is presented. If it is generally approved, a raising of hands showing how many think that their own choirs would enter the festival, the question as to how it could be worked out arises, and modes of organization and action for it are suggested and briefly discussed. The first detail may be the election of a permanent chairman and a secretary. (If there is danger of dissension or unwise choice in an immediate election of a chairman, this detail could be delayed until after the organization is well under way. In any event, an impersonal discussion beforehand of the qualifications that are desirable in the chairman will help toward a wise choice.)

The question of probable costs of the festival will arise early, and it would be very helpful if someone at the meeting were prepared to estimate the costs of using an auditorium for the concert, of using it or some other building or buildings for rehearsals of the combined choirs, of newspaper publicity and of printing posters, programs and tickets. It may be that because the enterprise is a civic one all these things except the printing could be obtained at very little or no cost through the interest of those in charge of school or other public buildings, of church buildings, and of newspapers. The music should all be of the best, but should as far as possible be also such as is either already owned by many of the choirs or, being usable in church services, might be paid for out of the choir budget or by the singers themselves—perhaps through a registration fee. The remuneration of the leader, while it should be as generous as can justly be borne, may be small if necessarily so. In every section of the country there are now one or more excellent choral leaders whose fervor for the work is greater than their wish for remuneration. A local leader would probably be willing to give his services. Accompanists should also be paid adequately, but they, too, may be very generous in such an enterprise. If an orchestra is to play the accompaniments, the cost of music for it, possibly including the special arranging of some of the music, must be considered as well as the possibility of having to pay some or all of the players. Here again the amateur spirit joined by civic interest may reduce or obviate expense for services.

A moderate charge may be made for admission or a collection taken as in church. One or more blocks of seats or the boxes might be reserved for those who care to pay more, though one price throughout the hall will be better. And an effort might be made to interest certain persons and clubs in buying tickets that are to be given away to worthy persons unable to pay for them. Merchants, especially those dealing with music, may be willing to advertise in the program, but it would be better if this means of obtaining aid could be dispensed with. A sponsoring association should be found or formed to guarantee payment of any deficit up to a certain amount. A music club, the Chamber of Commerce, a service club, or a few such groups together might undertake the obligation, or a Choral Festival Association be formed of individual guarantors and subscribers.

Finances having been briefly discussed, they are regarded as not necessarily an obstacle, for a not too pretentious festival *could* be given by devoted groups without loss even though

"Music is recognized as an integral part of life, rather than merely an isolated experience. And it is not merely an ornamental fringe upon the edge of life's garment but a vital part of life itself. Beauty permeates the universe. It is the *leaven* that causes life to continue to be a pulsating, throbbing, absorbing thing, not merely a *garnish* that can be added or left off *a capriccio*. A universe without beauty would be a dull, dreary, hopeless universe. It is music and the other arts that make life interesting and bearable." — *Karl W. Gehrkens*, in the *Music Supervisors Journal*.

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Wandering sport teachers in Germany enliven their journeys with music making as they travel from one community to another.

no charge for admission were made. Further discussion of the festival reveals the following task: (1) gaining the cooperation of the Ministers' Association; (2) registration of choirs or of individuals; (3) choice of conductor and associate conductor; (4) choice of music; (5) making a schedule of rehearsal times and places and arranging for the recording of attendance at them; (6) choice of an auditorium for the concert and arrangement for ushers, decorations, etc.; (7) finances; (8) publicity.

A small committee is appointed at once for each of tasks 1, 2, 3, 4 and 5, the chairman deciding to delay appointing committees for the other three tasks until after considering whether any interested laymen might be better able to serve on these than the choirmasters. Suggestions are invited from the "floor" for each committee's work and for the chairman's choice of additional committees. At a second meeting within a week or so the first five committees should be ready to report, and their suggestions should be freely discussed and voted upon. A date should be determined for a meeting with the conductor and his associate at which the music and other details of the program could be gone over, interpretations indicated, and a schedule of rehearsals could be completed. If the chief conductor is from outside the city, he might be regarded as "guest conductor." The associate conductor should be a member of the community. The civic orchestra might play the accompaniments and one or more instrumental compositions. (The festival might be the motive for *starting* a civic orchestra if there is none already organized.)

The congregations of the church should be especially invited to the festival, and with the rest of the audience be given opportunity for great congregational singing in one or more fine well-known hymns or chorales with the orchestra or organ and with or without the choirs. The hymns or chorales should be chosen long in advance, so that the congregations could be given opportunity to become entirely familiar with them through their use in the regular church services now and then, and through special "hymn sings" in which they are practiced with fuller insight and appreciation. Thus the congregations as well as the choirs may prepare, with growing interest, for the great event. This interest might be further enhanced by having a certain section in the auditorium reserved for each congregation, a report from the latter indicating beforehand how many seats should be in its section. There are rich possibilities in the use of descants sung by choir sopranos while the rest of the choir and the entire audience sing the familiar hymn tunes. Antiphonal singing between the choirs and the audience, alternates between accompanied and unaccompanied singing, and the cumulative effect of having section after section of the audience and choir join in the singing are additional resources for heightening the audiences part in the festival. In a large city a festival might be developed in each district instead of in the city as a whole.

A Festival of Secular Mixed Choruses

Much of what has been said of a festival of choirs can be applied to a combination of mixed choruses not connected with churches. The festival might enlist choirs as well as secular choruses as in Waterbury, Connecticut, where the latter groups each sung separately on the program of the combined choirs, or as in Kalamazoo, Michigan, where all joined in a single choral body that included also many individuals who had not been in any choral organization. This community chorus gave a performance of the "Messiah" which was sponsored and "underwritten" as a community enterprise by a local newspaper, in each of whose daily issues during a certain period there appeared registration blanks to be filled out by would-be singers who were then assigned by a personnel committee to one or another organized

chorus for rehearsals. The recent development of new choruses under the direction of leaders employed through the CWS or a similar relief agency calls naturally for cooperation of those choruses in a festival led by the best leader obtainable.

A Festival of Children's Choruses

Recently in Philadelphia, seven hundred boys and girls, all treble voices, from thirty-two recreation centers, settlements and orphanages where they had been rehearsing in small groups, joined in remarkably lovely singing of carols in a Christmas festival. There they were, in the fine, big Irvine Auditorium of the University of Pennsylvania—many of them accustomed in their out-of-school hours to hard-boiled singing of adult popular songs — taking purely voluntary and happy part in fine, simple songs, including the Bach chorale, "Good News from Heaven" sung in unison. They and their leaders, twelve of whom were volunteers who were asked only for two months' spare time help in preparing the Christmas music, wanted to continue beyond that period and are now preparing for a Spring festival in which it is expected they will be accompanied by a symphony orchestra. The plan is to have the orchestra start with the Overture to the opera "Hansel and Gretel," followed by the children's singing of the two folk songs from the opera, the dance song, the Sandman's song and the Prayer, all with the rich accompaniment of the orchestra, and then to have the latter play the Dream Pantomime music during which, in the opera, the fourteen angels come down from heaven and dance as angels should around Hansel and Gretel asleep in a forest.

Anyone who knows this music and knows how beautifully a group of interested children can be led to sing, knows also that no other musical effort, no matter how grand, could be more delightful than this or more enriching to the spirit of everyone concerned in it. That it is all a product of the play time and real desire of the children makes it especially valuable; for no matter how much is accomplished in music in the schools, there is still the need to have the lovely singing of good songs integrated in the play life of the children. However, the rehearsals can be more easily and dependably planned and held in the schools under direction of the school music teachers, and this way of preparing can have very valuable results also.

The volunteer leaders in Philadelphia were carefully chosen and given five 2-hour sessions of training in which the paid leaders that some of the centers have did also take part. For a longer program by the children than the one described, more excerpts from "Hansel and Gretel" could be sung, or a group of folk songs could be added, such as are to be found in the best school music books and in special collections like "Ten Folk Songs and Ballads," a pamphlet published by the E. C. Schirmer Music Company of Boston at ten cents a copy plus postage. An inexpensive publication of "Hansel and Gretel" containing the music of only the portions that are within the powers of children to learn readily—the rest of the opera being given without its music—is edited by Berta Elsmith and obtainable from C. C. Birchard & Company, Boston.

A Festival of Women's Choruses

Choruses of members of Parent-Teacher Associations, Women's Clubs and Music Clubs could enjoy very much getting ready for and taking part in a festival. The prospect might bring many a woman into a chorus who would otherwise not have sought that means of happiness. Perhaps it is not too sentimental to say that many a boy and girl in the audience might gain a pride in his or her mother, so often merely taken for granted in the home, as new and delightful as the sense of inner worth and freedom of spirit that she might gain. The project might be sponsored by the Parent-Teacher Associations of the city. If there are not groups of Mothersingers, as a national movement in those Associations has named them, a festival might be a very effective motive for starting them.

The carefully selected and graded "List of Music for Women's Voices," published by the National Recreation Association at fifteen cents a copy could help in the making of a program for the choruses. Each of the latter might sing briefly alone as well as in the combination of them, but it is the singing of them all together that is most important. Almost equally important could it be to plan to have members of Parent-Teacher Associations, music clubs and other women's clubs who are to be in the audience sing two or three songs in unison with or without the festival chorus. These songs, carefully chosen, would be learned at regular meetings of the associations and clubs. Songs that are well suited to home singing, like "Morning Comes Early," "Alleluia!"

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and "The Golden Day is Dying" in "Ten Folk Songs and Ballads," mentioned above, would be especially valuable. They can be learned very readily by rote with nothing more than copies of the words in the hands of the singers. A song leader appointed by each club or association would meet with all the other song leaders and the person who is to lead the general singing at the festival, and go over the music together. If people are looking forward not merely to hearing the concert but also to taking part in it themselves, and are actively preparing for it, they are likely to be unusually eager about it. A special section in the auditorium might be reserved for each club or association.

A Festival of Children's and Women's Choruses

Such a children's song festival as has been described might take place on the same program as the women's festival, with some features involving them both. The children might sing the descant of one or more songs, the tunes of which are to be sung by the women's chorus, by the audience, or by both. From Carl Fischer, Inc. Cooper Square, New York, can be obtained very lovely descants to "All Through the Night," "Drink to Me Only with Thine Eyes," "Golden Slumbers," "The Bluebells of Scotland," and many other well-known as well as less familiar songs.

The children's chorus might be of girls only and there might be an additional chorus of girls from the high schools or from among those, say, between the ages of 18 and 25, who have graduated from the high school choruses or who for some other reason can be attracted to such an opportunity. This would exemplify the continuance of musical interest in expression from childhood through adulthood, which is what school music teachers and all others who recognize the values thereof are eager to have happen.

A Festival of Men's Choruses

This festival would be for the men what the one last described would be for the women. The service clubs, the Chamber of Commerce and any other groups of men who could be interested in attending the concert should be invited to take part in the general singing by the audience sometimes with and sometimes without the festival chorus, learning the songs during the usual music periods of their regular meetings. If there is a good band available, it might, in addition to playing two or three compositions alone accompany this general singing. Among songs well suited to this singing are:

Home on the Range
Shenandoah (An American and English sea chantey)
Away to Rio (An American and English sea chantey)
The Netherlands Thanksgiving Hymn
The Men of Harlech (Using the text about singers instead of soldiers that is in "Twice 55 Community Songs, Brown Book, published by C. C. Birchard & Co., and in the Community Songs leaflet issued by The National Recreation Association at $1.10 per hundred copies, postpaid)
The Reapers' Song (A gay one published by The E. C. Schirmer Music Co.)
Pilgrims' Chorus from Tannhauser (in unison)

At least one service club, the Los Angeles Kiwanis Club, has proved that the Pilgrims' Chorus can be learned with enjoyment and fine stirring effect during the regular music period of the club meetings. There are greater songs than this within the powers of the men, but this would be especially impressive to them and the audience, especially if the entire festival chorus would sing it with them accompanied by the band.

A chorus of boys or of young men, or a chorus of each, to share the program with the older men, would be a very significant as well as enjoyable feature.

A Two- or Three-Day Festival

Several or all of the festivals thus far described might together comprise a two- or three-day affair which, if under excellent leadership as to choice as well as performance of the music, could approach being as honored a community enterprise as are the great festivals in Worcester, Ann Arbor, Westchester County, N. Y., and a few other places. This approach could be all the more welcome and worthy if the last professional concert of a series such as is arranged by so-called Civic Music Associations and the like, could be integrated in the community's own festival, thus bringing to it an outside great orchestra or soloists or a great leader.

Folk Festivals

Where there are groups of foreign-born people there are likely to be folk singers and folk-dancers who would be glad to prepare to take part in a folk festival with all its color of native costumes as well as its music and rhythmic movement. Detailed suggestions for various types of such festivals are available in the following books:

"Folk Festivals and the Foreign Community" by Dorothy G. Spicer, published by the Womans Press, 600 Lexington Ave., New York. Price $1.00

(Continued on page 582)

Fall and Winter Hiking

The story of a club that has never been known to postpone a hike merely because it started to rain!

By
VIRGIL SKIPTON

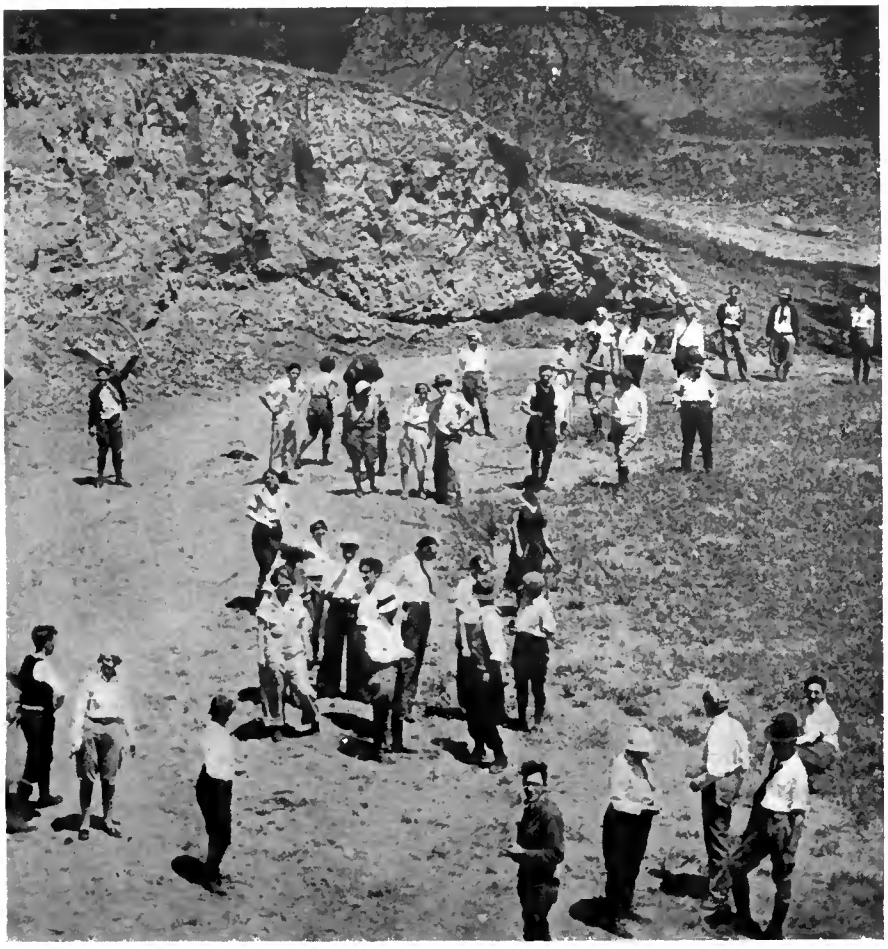

Photo by Elvan McClenahan

Last Spring the Hastings Outdoor Club played host to the Walking Club of Omaha, Nebraska.

THE COMING of fall and winter causes many to picture for themselves a period of semi-invalid activities so far as recreation is concerned. This may be due in part to their "bring-in' up" or to their environment, or it may mean simply that they have never been exposed to, or at least have never caught, the fever of enthusiasm that motivates an increasing number from year to year and causes them to don their "red flannels" or their equivalent, and to learn the joy of outdoor activity when the air is crisp and the thermometer goes to the cellar. To these hardened ones, the winter affords an opportunity to indulge in forms of recreation far superior, for them at least, to anything that summer offers—skating, skiing, ice-boating, coasting, along with hiking and all kinds of winter games.

The Outdoor Club of Hastings, Nebraska, which has hiked every Sunday afternoon for over two years, has this slogan: "No hike postponed on account of weather." In fact, to listen in as they enthusiastically recount their many varied experiences, one might easily get the idea that the worse the weather the better the time. This may not be literally true but certainly it takes more than weather to dampen the spirits of this hardy group!

The Hastings Outdoor Club was started in the summer of 1931. That first fall was a time of much debating. Fall is of course an ideal time for outings of all kinds, and during the milder weather there was no talk of abandoning the hikes until Spring, but as the days got colder and the frosts came, followed by ice and snow, the question arose from time to time as to whether they should continue during the winter. Always, when a vote was taken, it was unanimous in favor of continuing. *(Continued on page 583)*

Budgeting Your Spare Time

Don't be a spendthrift with your free time! Use a budget system.

EACH WEEK you spend a certain amount of time working, sleeping, eating, dressing and riding to and from your place of business.

After allowing for all these things, plus a liberal allowance for time wasted or spent on unavoidable trifles, the chances are you *still have thirty hours a week left.*

You can convert this gift of spare time into one or more of the following things for yourself:

Mastery of an art or craft
A satisfying hobby
A rich mental life
Sound health and a strong body
Outdoor skills
Expert knowledge of some field
Advancement in your work
A high school education
A college education

There Is Just One "If"

If you want to make your spare time count for the most in terms of enjoyment, refreshment and ultimate satisfaction, you must *plan.*

You must *budget your spare time.* This means planning how to use it.

Planning involves three steps:

(1) Figuring out *how much* spare time you have each week after sleeping, dressing, eating, riding and working.

(2) *Dividing* this spare time into two parts:

(*a*) The part you will spend in *miscellaneous* activities, including time more or less wasted

(*b*) The part you will devote to some *planned* recreation, hobby or other play activities

(3) *Choosing* your recreation, hobby or other play activities.

A Daily Schedule

Why not take out your pencil and paper and figure out your daily schedule and week-end schedule? In this way you can spot your spare time. For example, suppose you work forty hours a week, or eight hours a day, five days a week. Then your schedules would look something like these:

Week Days—

7:00 to 7:30 A. M.—Dressing, shaving, etc.
7:30 to 8:00 A. M.—Breakfast
8:00 to 8:30 A. M.—Going to work
8:30 to 12:30 P. M.—Morning work
12:30 to 1:30 P. M.—Lunch
1:30 to 5:30 P. M.—Afternoon work
5:30 to 6:00 P. M.—Going home
6:00 to 7:00 P. M.—Dinner
7:00 to 10:30 P. M.—SPARE TIME
10:30 to 11:00 P. M.—Making ready for bed
11:00 to 7:00 A. M.—Sleeping

Saturday and Sunday—

7:00 to 7:30 A. M.—Dressing, shaving, etc.
7:30 to 8:00 A. M.—Breakfast
8:00 to 1:00 P. M.—SPARE TIME
1:00 to 2:00 P. M.—Lunch or dinner
2:00 to 6:00 P. M.—SPARE TIME
6:00 to 7:00 P. M.—Dinner or supper
7:00 to 10:30 P. M.—SPARE TIME
10:30 to 7:00 A. M.—Sleeping

If you have Saturday and Sunday off more than half your spare time will be on those two days. If you work six days a week, including Saturday, but fewer than eight hours a day, you will have more spare time on week days and less on week-ends. Plan your spare time activities accordingly.

The Department of Research and Education of the Community Council of St. Louis is sponsoring a series of popular radio addresses under the title, "Advantures in the Use of Spare Time." These addresses have to do with hobbies, gardening, the services of local leisure-time agencies such as the library and museum, and similar subjects. In connection with this series the Community Council is issuing a number of mimeographed pamphlets on the use of leisure time. We present here the pamphlet "Budgeting Your Spare Time."

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Recreation, Stimulation, Advancement

Your spare time should bring you one, two or preferably all three of the following things:

(1) Recreation; (2) Stimulation; (3) Advancement

Recreation means play, relaxation, refreshment —something you do just for the moment without thought of tomorrow.

Stimulation comes from the kind of activity you pursue systematically and with growing interest and skill, but without thought of financial reward.

Advancement comes from exploring the possibilities of your vocation or extending the frontiers of your present knowledge of your industry.

There is time for all three—recreation, stimulation, advancement — if you budget your spare time. You may get them separately; you may combine two or all three. For example, such things as music, tennis, model ship building or astronomy are both recreation and stimulation to many people.

There is romance in your job, your business or your industry. If you know how to find it, you can add the element of advancement to recreation and stimulation. From what parts of the world do the materials used in your industry come? What problems in economics arise in bringing them together? How does your job fit into the industry as a whole and how does your industry fit into the scheme of world economics? What changes are going on that affect your job? How can you meet them? The man who is curious and alert about such things finds his work twice as interesting. He is hard to keep down.

If you read Ilin's "New Russia's Primer" you will see how fascinating the picture of industry can be. Start asking for books on your industry at the library. The fact that it is your industry will make the terminology easy. The references in one book will lead to others and whole new vistas will open before you.

Physical Versus Mental Activities

The question arises: Should one read books or play tennis? Should he practice on a violin or on a punching bag?

A good rule is to spend at least part of your spare time using those parts of mind and body which tend to grow stale on the job at which you earn your daily bread.

Dr. Paul Zentay, Assistant City Health Commissioner, whose suggestions figured heavily in the preparation of this booklet, suggests the following:

For Manual Workers. Three-fourths of the budgeted time in reading or study in some field in which you are interested. One-fourth in some form of athletics or outdoor life which brings different muscles into play than those used at work.

For Office Workers. Give some time regularly to athletics and outdoor activities, including getting in touch with nature. The rest of the budgeted time may be devoted to either physical or

In budgeting your free time be sure to set aside a portion of it for seasonal sports.

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What Budgeting Means

"Budgeting your spare time means planning how to use it. Today planning is a part of any big endeavor that is successfully carried out. Your life's happiness is your biggest endeavor. *Planning can make life mean more to you.*"

mental exercise, depending on interests and need for relaxation. This is a matter for you to decide.

Budgeting spare time is an idea for the whole family.

It is a good plan if members of the family can share some of their spare time activities together. There is nothing like doing interesting things together for strengthening the bonds of family affection. In Europe families take their recreation together much more than in America, and family solidarity is stronger there.

The old custom of reading aloud in family circle is one that deserves to be revived. Going out together on a picnic, a nature study trip or a visit to the zoo is another idea. Hobbies such as airplane model building can be shared by father and son, rug making by mother and daughter.

Be sure your children acquire leisure-time interests. They are growing up in a world in which they will have still more spare time than you have today. They should learn how to use it now.

Women are in on the spare time proposition, too. People used to say that "man's work is from sun to sun but woman's work is never done." That was in the days of the spinning wheel. It is no longer true. Women today can enjoy a regular amount of spare time the same as men.

Children need not take *all* a mother's time. Outstanding child psychologists, themselves parents, say the children are better off if they are not tied to their mother's apron strings *every* minute of the day. With a nursery room or a back yard playground they can be left alone a good deal of the time. Read "Child Guidance" by Dr. and Mrs. Blanton.

How to Find Suitable Interests

It is always better to have a definite plan than to go about investing one's leisure in a haphazard way. An interest consistently pursued grows on one. You may have only a mild interest at first, but if you have chosen the right thing, it will become more and more fascinating. One reason is that you come to know more about it as time goes on. You can became a real authority in the field of your choice. No one with a consistent spare time interest ever needs be bored. There is too much to find out about for that.

The main thing is not to procrastinate but to start in. Set aside regularly a certain time for your chosen activity until it becomes a habit. The main principle in habit forming is to make no exceptions at first. Later on you won't want to make any.

What Budgeting Doesn't Mean

"Budgeting your spare time doesn't mean taking the joy out of life so that you never have a moment to call your own. Rather, it means *putting joy* in by saving yourself from boredom."

A Word to the Unemployed

A period of unemployment can especially be made an opportunity for self-improvement and enhancement of one's capacity to get the most out of life. Many an unemployed man has used his enforced leisure to learn a new trade or acquire a new ability that helped put him back on his feet.

The suggestions about knowing your industry better apply to the unemployed man or woman too. Find out more about the industry in which you last worked or in which you expect to work in the future. Broaden your vocational equipment. Learn about the side lines to your old job. Read up on what the fellow next above you did and the fellow in the next department. The more niches you can fit into the better your chances.

Size up the future of your vocation. Are there likely to be more chances or fewer? What new things do you need to learn about to keep in step with the times? Do you keep in touch with business conditions, particularly in your industry so that you can anticipate opportunities? Do you know when new plants are opening up or moving into St. Louis? Read *St. Louis Business* (Industrial Club) and *Monthly Review* (Federal Reserve Bank, Eighth District) and keep abreast of developments. You can consult the former in the Applied Science Room and the latter in the Reference Room of the Public Library.

Do you know how to act when you interview a prospective employer? Do you know how to present your own qualifications modestly but convincingly? Can you write a good letter of application? A good letter has often landed a man a job.

Read these or similar books:

Graham: "How to Get a Job During a Depression"

Vernon: "Modern Business Letters"

Kitson: "I Find My Vocation"

The unemployed person, of course, should not forget play any more than his employed neighbor. Even if spare time activity does no more than keep him from brooding on his troubles, it is well worth while. Our President has assured the nation that no one is going to starve. The man who is doing all he can for himself and his family should quit worrying unduly. The best way to keep from worrying is to keep one's mind occupied with something else.

Ten Concrete Suggestions

(1) Write to the Community Council for its free booklet entitled "The Hobby Horse," in which dozens of hobbies and recreations are listed. Listen to the Council broadcasts on "Adventures in the Use of Spare Time" every Tuesday morning at 10:15 over Station KWK.

(2) Go to the Public Library and inquire about books on hobbies, on collecting things, on your industry or job or on some subject or craft in which you are interested.

(3) If you enjoy doing things with your hands, consider the possibilities of carpentry, modeling, model making, metal work, carving, glass blowing, printing, etc. The Community Council has a free booklet on ship model building.

(4) Your own back yard can be the site of a well equipped playground at little or no cost. Send for the free Community Council booklet on this subject. Participate in some sport yourself instead of just watching others.

(5) Gardening is the delight of thousands. Even a window box or a tank of underwater plants can afford great pleasure. The Community Council will be glad to send you a copy of a Missouri College of Agriculture bulletin on home gardening.

(6) Pets are not confined to dogs and cats. Birds, turtles, fish, even monkeys and alligators, are interesting companions.

(7) Music and art are not the monopoly of geniuses. All of us can learn something about them for our own enjoyment even though we never go on the concert stage or have our works exhibited. Or if we don't perform ourselves, we can enjoy the work of others.

(8) Expert knowledge of some field — chemistry, astronomy, plant life, economics, a foreign language—is within the reach of every one with spare time. Dr. Zentay says: "They used to say that knowledge is power, but I strongly feel that knowledge is more a pleasure than anything else."

(9) Helping make your community a better place in which to live is one of the most satisfying activities. Look into the work of different civic organizations. Learn about municipal affairs. Take a more active part in the work of your church and club.

Volunteer your part-time services to a social agency, a boys' club or a settlement. Communicate with the Placement Bureau, Community Council, 613 Locust Street (Garfield 2600).

(10) Finish your high school or college education. Ten thousand are attending evening school in St. Louis now. You can complete an entire high school education in four to six years at evening school, or less if you have some credits from day school. Inquire of or write to the Board of Education.

"The testimony of a large number of successful teachers is that subjects may be mastered by the adult of experience in less time than is necessary for the regular high school pupil," says the local evening school bulletin.

The local universities offer evening, late afternoon and Saturday classes. You can complete most of the work for a college degree this way—all of it in certain departments. In addition, correspondence courses bearing college credit are offered by the University of Missouri from Columbia.

"One of the happiest men I know has won and lost a small fortune. Yet his adversity has never soured him nor taken the edge off his remarkable capacity to enjoy little things. 'Why worry about vanished money?' he asks. 'I have enough to get along. I have my family, my books, and my pipe. Good music was never cheaper. A twist of my radio dial brings me symphonies, operas or popular ballads. I still enjoy a sunset, the rising of the moon, and a walk in the rain. My work brings me less money, but I think I am rendering better service to people than I ever did before. I've got contentment.' This man's quiet philosophy of life is rather too obvious to need further comment. Education should lead ultimately in the direction which he has taken. It is a wise thing to see that in *your* education you do not overlook the elements which *develop the capacity to enjoy life.*"—*James A. Moyer*, Massachusetts Department of Education.

The Automobile as a Factor in Recreation

By PAUL M. RYAN

HOW ARE PEOPLE going to use their new leisure?

This is a question civic leaders and community workers everywhere are asking. Automobile manufacturers are wondering how the new leisure will affect them for the motor car has become one of the most powerful recreational factors in the nation. "Through it," states the report of ex-President Hoover's Research Committee on Social Trends, "America has changed to a nation of tourists and mobility is an almost determining factor in all our outdoor recreational life."

There are, for example, Mr. and Mrs. Billy Smith, typical of young America. Billy is back at work and a five day week is his. At the close of many a working day he and his wife and family will motor to parks, bathing beaches, golf links and other recreation resorts inaccessible in the pre-automobile era.

Throngs of people at recent automobile shows; greatly increased production of cars; nation-wide interest in such events as General Motors' Silver Jubilee celebration — these are a few of the signs pointing to an ever growing use of the automobile in the increasing leisure which America is to have.

The American Automobile Association has estimated that 45,000,000 of our 120,000,000 population took vacation tours by motor in 1929, while in 1930, 92 per cent of the visitors to the national forests and 85 per cent of the visitors to the national parks used automobiles as their means of conveyance. In 1933, according to estimates of the Office of National Parks, 788,809 private automobiles entered the twenty-one national parks.

President Roosevelt's drive for shorter work days and work weeks seems certain to exert an immense influence on pleasure motoring. If a man works seven or eight hours in a mill instead of nine or ten, he and his wife may drive to a ball park so he can join the mill nine in a game during evenings lengthened by daylight saving. With an additional holiday each week-end the radius of short trips from population centers may be extended many miles beyond the point to which it is possible to drive every Sunday. With free Saturdays added to the vacation, motorists may range still further afield. It seems certain that more leisure, other factors being equal, will result in more motor touring. To quote again the Social Trends Committee: "With the acceptance of the automobile, the individual citizen in virtually all classes of the population has acquired a vehicle that gives a freedom of control in personal transportation such as never before existed. Potential mobility is increased immeasurably, and easy, swift movement over distances formerly traversed but rarely is achieved. The result has been a transformation of social habits."

The Family Goes Pleasure Touring

The development of family pleasure touring, as distinguished from purposeful travel, is almost exclusively a feature of the automobile era. The first pleasure trips probably were "stag" parties. In "A Story of the Stone Age," H. G. Wells gives us his vision of man's first pleasure ride when he tells how Ugh-lomi, a hairy warrior of some 50,000 years ago, jumped from a tree to the back of a young stallion, struck his horse one blow with his flint ax and was off in a burst of plunging speed. Eventually the horse ran under a low limbed tree and man's first pleasure ride ended in dusty humiliation, even as many of his first motor trips ended with the driver under his car, monkey wrench in hand and rage in his heart. But that ride may be classed as a pleasure trip because it gave the flint worker much enjoyment and was undertaken with definite, purposeful destination. Both Ugh-lomi and the horse started as many motorists do, without knowing where they were going or why.

Perhaps Ugh-lomi, after he had tamed his horse and recovered from his tumble, allowed his young wife to sit astride while his pet mare ambled across Stone Age meadows. Possibly he held his young son on a still gentler mount while the animal took a few steps. Family riding excursions,

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however, were things of the far future. Even when carriages and coaches appeared, some 49,000 odd years after Ugh-lomi's horseback jaunt, it was generally believed that woman's place was the home and that children should be seldom seen and never heard. Only the rich could afford pleasure riding. The poor man guarded the Sunday rest of his horse more jealously than he stood up for his own lecture. Young men took their sweethearts buggy riding, and farmers carried their families to church and on occasional visits in hacks. They might drive to the annual Fourth of July picnic, but it required a great deal of urging to induce a hard working man to hitch up and go driving after supper.

The extent to which the automobile has changed all this must be measured in figures whose magnitude reminds the casual reader of some astronomer's talk of "island universes." Figures in millions mean little to any one except financiers and statisticians. At Jones Beach when the average person sees cars parked by thousands, row on row, it does not change the picture much to learn that around 21,000,000 passenger cars were registered in the United States in 1932. On a hot Sunday why should one pause to reflect that at this very moment ball players are motoring to thousands of sand lot diamonds, golfers are loading their sticks into the car, tennis fans are driving to the courts, and families all the way from Maine to California, are packing the lunch for automobile picnics?

The Hoover Social Trends Committee estimated the cost of United States pleasure travel at more than $6,000,000,000 a year, with autombile touring by far the largest single item. The American Automobile Association set the motor touring figure at $3,200,000,000 for 1930, with 80 per cent of the money spent for lodging, meals, amusements, and other pleasures en route.

Making Parks Accessible

Writing in a symposium on state parks, Beatrice Ward Nelson says these recreation areas grew as a result of the automobile and the need for open spaces easily accessible to the public. Horace M. Albright, formerly director of the National Park Service, describes the state parks in his 1932 report as "the near-at-home outing places for nearly 45,000,000 persons every year." There are now state parks in 45 states. The Hoover Social Trends Committee points out the greatest develepoment of state parks has been in the eastern and northern commonwealths with dense population, adding that many have been equipped for campers and are becoming popular for week-end trips from neighboring cities.

Statistics, however dull in themselves, drive home strikingly the revolution the automobile has wrought in national parks travel. In 1908 Mount Rainier National Park first allowed automobiles to enter its confines. It was the first national park to admit motor traffic, and it is interesting to note that in the same year New York City barred automobiles from its streets.

In 1909, with only Mount Rainier Park open to motorists, the whole national park system had 86,089 visitors. By 1933, with all national parks admitting automobiles, the number of visitors to national parks and monuments had increased to 3,455,365. The national park director's report showed that 788,809 automobiles and motorcycles entered the parks during the 1933 season. In other words, automobiles and motorcycles in the parks in 1933 totaled over nine times the number of individual visitors who used the park system a quarter century before.

There are several reasons why the automobile was needed to transform the national parks and monuments into 12,592,316 acres of playground. Most of the parks are located in the West, far from the great population centers. Cheap, rapid travel, such as the automobile affords, was necessary to enable people to reach those areas. Good roads and the low priced automobiles developed after the World War put motoring within reach of the average family.

Even in development of municipal and county parks the automobile has been a tremendous factor. The Hoover Social Trends Committee cites figures showing that in 1930, 186 cities in 41 states had a total of 381 parks outside their corporate limits. Due to improved transportation, county and state parks now supplement the rec-

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"The automobile has changed the entire picture of recreation, and recreation is important in the life of every individual. It has taken millions out of the crowded cities and carried them into the great outdoors. Thousands of hunters and fishermen are enabled to enjoy their favorite form of recreation with little cost. Thousands of families take motoring vacations each summer, seeing cities and states they have never seen before. The barriers of provincialism and isolation have been leveled by the automobile." — From the *I. M. A. News*, November 29, 1933.

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Winter Sports in the Black Hills

When the trumpeters of winter snows announce Black Hills are white!

By MARGARET S. BRIDGE

MORE THAN an half cenutry ago the cry, "Thar's gold in them thar hills," sent men from far and near up Black Hills gulches with pick, shovel and gold pan. Soon they built roads over which to carry supplies to camp.

Today those same gulches, whose walls in earlier days caught and sent back the creak of heavy ox-drawn carts and the shouts of bull-whackers, are reverberating the low swish of skis and the joyous laughter of men and women whose only quest is for the physical, mental and spiritual gold that lies all along the way of the "chief glory of winter snows—the cross-country ski trip." Not a Saturday or Sunday but finds an enthusiastic group, gaily apparelled in thick wool socks, bright sweaters and sturdy trousers, cruising Indian style down an ever alluring white trail.

Its accessibility by railroad makes Trojan, elevation over 6,500 feet, the favorite starting point for cruisers. Usually they take the train up rugged Spearfish Canyon to the dormant mining town, and without the exertion of an uphill climb are ready for a four or five mile slide down one of the many gulches leading to points several thousand feet below, where cars await them.

From the starting point the adventurer gets wide views, embracing distant Crow Peak and Bear Butte with Perry Peak and Bald Mountain seeming almost close enough to touch. On the drop downward he has the depth, distance and the deep mysterious blues of the rocky gulch. More intimately he passes through matchless vistas of aspen, birch, snow-covered spruce and majestic pine.

Winter trees are beautiful in a forest, one sense even though he may not be articulate. The eye catches the details of snow prints—of deer, of elk and porcupine; and if the ear be attuned it records the drumming of a ruffled grouse, the chuckle of a chickadee, or the soft sibilant chir-r-r-r of a flock of Bohemian waxwings.

So much emphasis upon the beauty that one absorbs on a ski trail in silent winter woods gives but one side of the picture. There is the exhilaration of the steep slide, the curve successfully made, and the spills that send a skier down a slope to recover a ski that has been disconnected, or leave him struggling in a deep drift for a solution of how to regain his footing without the aid of a wrecker or three or four companions.

It is the localities, not tourist socialites, who have rolled up the curtain upon the beauties and joys of these mountain trails. It is as though people in Spearfish, Deadwood, Lead and other hill towns of South Dakota had been living in the hills, yet living without them. But with the curtain up and the stage of the enchanted wilds revealed, it is safe to predict that the red-blooded, revitalizing sport of ski-cruising will continue year in and year out as soon as the trumpeters of winter snows announce that Black Hills are white.

"If all of our children—men, women and children—could really enjoy life, could appreciate the great out-of-doors and could get genuine pleasure from all their leisure time, good citizenship would become far more meaningful than it is today."—W. S. Taylor.

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

"Clothes make the man" is an old saying well known to every costume director.

The magic through which canton flannel is transformed into kingly purple velvet; the alchemy which changes cheesecloth into silk—these secrets and many others Mr. Knapp discloses in this month's installment of his interesting drama "serial!" In the next issue he will describe various methods of make-up.

EVERY PRODUCING group should accumulate a theater wardrobe or costume chest where used costumes can be stored. By means of slight alterations, dyeing and painting, many costumes can be used again and again. A survey of the community's attics will usually bring in treasures for the wardrobe.

The experienced actor pays great attention to his costume because he knows that it tells his character and makes him different from everyone else upon the stage. It is his label. In this sense every play is a costume play. The black frock coat, stiff white shirt front and flowing windsor tie of the aristocratic old time gambler give us an insight into his personality, just as the gaudy checks and loud colors of the cheap race track sport betray his characteristics. A study of men and their clothing is a great aid in building a characterization.

Stage lighting allows the costume artist to use inexpensive materials in place of expensive ones. For example, a purple velvet robe is needed for the king in the play. Purple velvet is expensive, so the costume artist hunts for a material that has somewhat the same general texture and decides upon canton flannel. Dipping the flannel in purple dye and placing it on the stage under light, he finds that it still looks like flannel. But if he will take the same white flannel and dip it first in a red dye and then in a blue (red and blue make purple), then place it on the stage under light, it takes on the appearance of velvet. The material must be dipped in two colors of dye, not one, and it should not be dyed too evenly. In the same way he finds that he can use cheesecloth, after rinsing out the stiffening, for silk, and unbleached muslin for taffeta.

In using these "economy" silks and velvets on the stage, however, consistency must be the rule. As long as all the actors on the scene wear them, the audience thinks that they are silk and velvet, but if an actor steps on the stage in real silk or velvet there is a contrast and the illusion is destroyed.

Embroidered designs and borders can be painted on the material with show card paint. The audience will never know it from the real thing. Details on the stage are lost. The size of the stitches, the color of the thread, do not matter in the least. No one will ever see them. Like everything else in the theatre, costume is magnified. Seek for the big sweeping effects, but avoid anachronisms.

In making costumes of other countries or past periods, the costume director first finds pictures in costume books, the Encyclopedia Britannica, National Geographic Magazines, histories, geographies, or from other authentic sources. He then copies the costume, working for the broad general effect and paying little attention to the details. He makes the costume of inexpensive materials which have the same general texture as the expensive material in the original costume. He observes very carefully the seven points which follow:

Characterization. Will this costume tell the audience who and what the actor is supposed to be?

Historical Authenticity. Does the costume represent the correct period of the action in the play? Styles vary. If the reader doubts it, let him look at a 1908 dress!

Geographical Correctness. Does the costume locate the place of action or the nationality of the

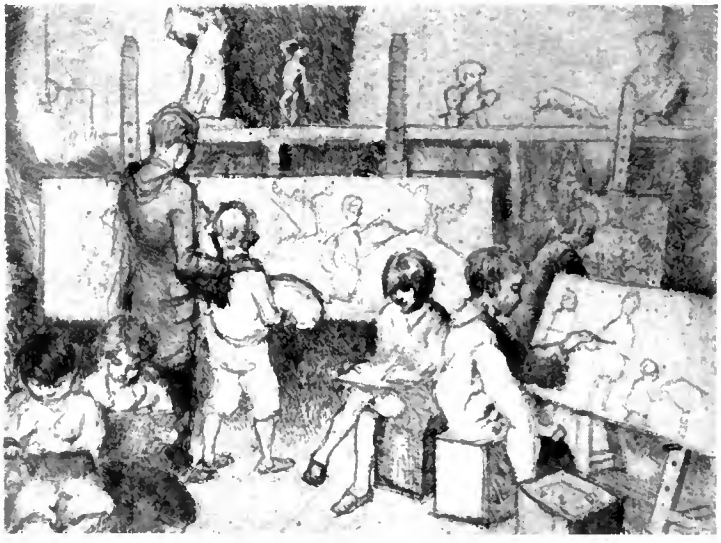
(Continued on page 583)

At a Settlement

THE IRENE KAUFMANN SETTLEMENT of Pittsburgh, of which Sidney A. Teller is director, reports on a year of service through which the lives of many thousands have been affected.

Recreational activities loom large in the program of the Settlement. The report tells of a total number of 82,850 people who enjoyed swimming. There were 3,370 classes or sessions, and a total attendance of about 92,000 in such activities as games, tournaments, gymnastic events, dancing classes, wood-work, crafts, nature study, hobbies and a great variety of other activities.

A performance at the popular Children's Theatre



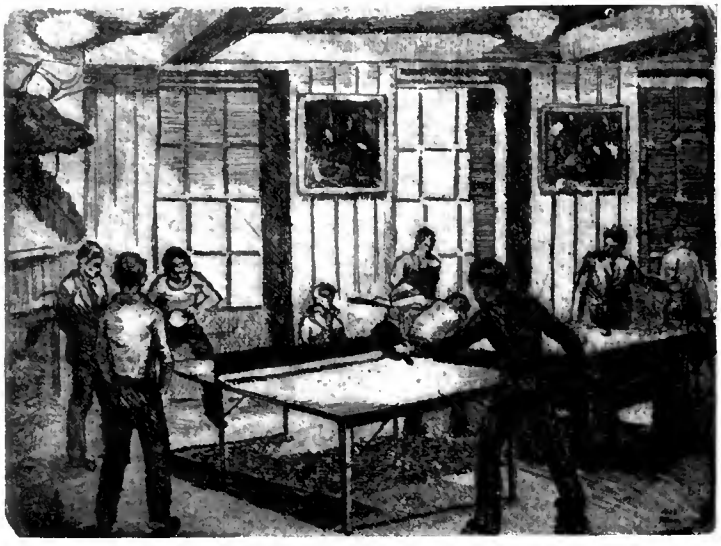
Young students in a class at the Art School

Music activities attracted 9,500 individuals who took part in glee clubs, orchestra, toy symphonies, ensemble, chamber music and classes in rhythm and theory. At the present time there are 120 pupils in piano, violin, voice and orchestral instruments. Monthly recitals are planned and the Music School sponsors a series of concerts. The school has grown from an occasional Sunday night concert to a large, compact organization within the Settlement institution.

A large number of people came to the Settlement for the opportunities offered

(Continued on page 585)

Looking in at the social room for young men



The illustrations shown here were selected from a series of fifteen etchings depicting neighborhood scenes and activities of the Irene Kaufmann Settlement. The etchings, reproductions of which are available on postcards, were made by Samuel Filner, a Settlement boy who received his start through the Art School of the Settlement and who was given a scholarship enabling him to study at the Carnegie Institute. He is now in Paris studying on a Beaux Arts fellowship.

New York's Toyery

By RICHARD B. GRUNEWALD
Recreation Counselor
Council of Lower West Side Social Agencies
New York City

Why not a circulating library for playthings as well as for books?

IN GREENWICH VILLAGE, New York City, a most interesting experiment is being conducted in the "Toyery," a lending library for toys. The idea originated with Mrs. Ida Cash, a probation officer of the Brooklyn Children's Court, who in visiting the homes of the children in whom she was interested, noticed the conspicuous lack of toys. Impressed, too, by the number of children brought to court charged with the theft of toys, Mrs. Cash concentrated her attention on a plan for providing children with toys and making it possible for them to secure new ones when they have tired of the old playthings.

Toys of All Kinds

The Toyery in Greenwich Village is the result. Located at 244 Spring Street in one of the vacant rooms of the New York University Community Center, discontinued when the neighborhood became commercial in character, the Toyery was opened early last July. The toys are contributions from private sources and from toy manufacturers. All kinds of playthings are to be found here from the most elaborate and expensive trains and locomotives to the inexpensive toys sold at five and ten cent stores; from bicycles and roller skates to bags of marbles—thousands of toys for children of all ages.

The used toys as they come to the Toyery are cleansed and sterilized as are those which have been in circulation, and soap, cleaning fluids and disinfectants are used to good advantage. The toys are all stamped "Toyery." The child wishing to borrow a toy goes to his teacher and is given a card stating his name, age and address. This identifies him to the librarian. Smaller children must be accompanied by an adult or an older child already belonging to the Toyery.

Perambulating Playthings

When a child first applies he is given a small toy; on its return in good condition another toy is issued. The children are cautioned not to abuse the toys and to use ordinary care in handling them. Clean hands are required, and with very few exceptions the children have adhered closely to this rule. The toys are returned as soon as the children are tired of them. Parents are keenly interested and often help by repairing toys which have come apart. The Toyery is open two days a week for issuing toys.

Some of the toys contributed are too bulky or too expensive to be taken into the homes. These are kept in a room in the Toyery where the children play with them under supervision. It is hoped that later cooperating agencies will maintain play rooms in their own buildings.

The Toyery on Spring Street is now well on the road to become an established institution. Letters from all over the United States, from England, Japan and other foreign countries, asking for information on how to establish a Toyery show how enthusiastically the idea has been received.

The toy library of the Rule Junior School of Knoxville, which was inspired by the success of New York's Toyery, has the distinction of being the first library of its kind to be opened in a public school. It is housed in a little room of its own adjacent to the book library, and shelves hold the toys contributed by individuals and firms. The library was made possible through the untiring efforts of two teachers who worked through the Home Economics - Red Cross Club, with the cooperation of the Parent-Teacher Association.

NOTE: In the November issue of RECREATION mention was made of the lending doll library maintained by the Philadelphia Playgrounds Association, one of the pioneers in this field. If any of our readers are familiar with similar projects in other cities we shall appreciate having word about them.

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The Radio As a Medium for Recreation Programs

THIS MODERN AGE has developed a new medium of expession for recreational music and entertainment—that of the radio. The National Broadcasting Company, realizing the educational value as well as the pleasure to be derived from such programs, has sponsored a half hour each Friday afternoon over Station KPO of San Francisco, known as "For Boys and Girls Only." The musical half of the program, lasting fifteen minutes, is under the direction of Mrs. Marie V. Foster, Supervisor of Music of the San Francisco Recreation Commission. She chooses her talent personally from the children of all the city playgrounds ranging in age from six to eighteen years. Aptitude and joy in performance are of primary importance.

The Senior Girls' Glee Club, recruited from among the playground girls of high school age, consists of approximately fifty members. They have been singing together for about three years, and are now capable of singing many difficult classical numbers with ease and tonal blending. The Intermediate Girls' Glee Club of junior high school age, more recently organized, sings the simpler songs in unison.

A popular group on these radio programs is composed of young Italian men from the Michaelangelo Playground. The director on the playground is an Italian born young man, Gomo Morena, who has a splendid musical background. These boys specialize in Italian folk songs not often heard in this country. Another popular group is composed of the very small children in musical chorus work. Their voices seem especially adapted for radio transmission and ring as clear as bells over the city. The most gratifying part of the development of these groups is the number of comments on the clear, free tones and enunciation and diction.

Mrs. Foster is very proud of the toy symphony groups, each group consisting of about thirty members. This type of broadcasting program was of an experimental nature but has proved popular. Accompanied by a piano the tiny tots play bells, triangles, wood blocks, drums, whistles, tambourines, zylophones and other instruments. Many of the children are showing a marked development in rhythm and harmony. Each of the playgrounds of San Francisco furnishes its quota of musically trained children for a variety of programs, including harmonica bands, harmonica solos, accordion solos, and duets for both boys and girls.

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World at Play

Courtesy Los Angeles County Department of Recreation Camps and Playgrounds

Play and Juvenile Delinquency

AT a meeting held in Harrisburg,Pennsylvania, to discuss the needs of youth, Chief of Police Shoemaker stated that juvenile delinquency was showing an increase. This he attributed to the fact that the School Board because of its reduced budget had been compelled to order the closing of a number of play centers which were taking care of boys and girls after the closing of summer playgrounds. When this reduction was proposed in the spring members of the Board of Education told those presenting the request for reduction that they were going too far and that the conditions of which Colonel Shoemaker complained would result. The plea was made at the meeting for the formation of some central agency through which the recreation needs of the community might be properly organized and correlated. "Community centers," said one citizen, "are the need of the hour."

Three days after the meeting at which the needs of youth were outlined Colonel Shoemaker at the first meeting of the welfare campaign announced that the Harrisburg Police Department, the first group to report, had made a hundred per cent subscription to the fund. "Especially helpful in lessening juvenile delinquency and in crime prevention," he said, "are the character building agencies. Their work must go on unhampered."

A Hobby That Is Different

THE wife of a physician in a Southern city each year receives as one of her gifts from her husband $100 worth of stamps. This she uses to mail news clippings to people mentioned in the local press as giving significant leadership or being otherwise identified with civic and community projects in the city and vicinity. From this interest she derives a vast satisfaction and pleasure.

Los Angeles Children To Broadcast

MUSICAL, dramatic and other recreational groups developed at the community centers of Los Angeles, California, will be heard every Saturday evening in a weekly radio broadcast presented under the auspices of the Playground and Recreation Department. Presentations will be typical of the cultural activities offered for public participation at a large number of the city's playgrounds and recreation centers.

Paying Board with Vegetables

ALL because vegetables were given as cash on the Seattle Y.M.C.A. exchange, twenty-six high school football players from Forks, Clallam County, Washington, enjoyed a visit to Seattle and saw the big football game between the University of Washington and the U.C.L.A. The boys had aroused so much enthusiasm among their townspeople in their high school athletics program, the Legion Post 106 decided to send them to the game. Just how to do it with funds as low as they were was something of a problem. But the matter was laid before Austin E. Griffiths, former court judge and a member of the Board of Directors of the National Recreation Association, who arranged the barter plan with the Y.M.C.A. By the terms of this plan, the Y.M.C.A. agreed to accept eight sacks of potatoes,

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three of carrots, one of rutabages, two of cabbages and two of fresh salmon as week-end board for the party of twenty-six, including players, coach and trainer. The boys arrived Friday night in their vegetable laden school bus and enjoyed a thrilling week-end.

At the Westchester Workshop—The Westchester County, New York, Workshop has included among its classes a course in dressmaking taught by an expert. Instruction, which is free, is available every day in the week except Saturday from 10:00 A.M. to 5:00 P.M. For the convenience of employed girls' classes are held from 2:00 to 5:00 P.M. and again in the evening from 7:30 to 9:30. A new class is also being opened through which specialized instruction in furniture making and cabinet work is available. This course is open every day. The new year has brought heavy enrollment in all classes in the arts and crafts, according to Mrs. Chester G. Marsh, director of the Workshop.

Music in Cincinnati—There is a great interest in Cincinnati, Ohio, in community singing. A leader's club of thirty has been organized under the auspices of the Public Recreation Commission, members of which have conducted ninety-four sings in the last six months. There are nine orchestras, one of them made up of colored citizens.

A Center for Unemployed in New York City—The city administration of New York has opened the 165th Regiment Armory as a daytime shelter for homeless men. On the day of its opening early in February, 2,000 men visited the center and as soon as they had become accustomed to the friendly atmosphere began to enjoy the games and reading matter provided.

It is estimated it will cost $3,000 a month to maintain the center.

Portland's Irvington Club — Thirty-three years ago the Irvington Club of Portland, Oregon, was founded. Twenty lots were bought in the choicest residential section and an ambitious club house was built. A genuine community club was established, and thousands of young people as well as adults received benefit from it. The enlarged community program of the club recently put into operation emphasizes not only the fullest community use of the club's facilities, including seven tennis courts, hand ball courts, gymnasium and auditorium, club rooms and children's playgrounds, but the promoting of a fine expressional program which stresses garden club, music and drama, sports leagues and tournaments and special community-wide events on important days. It is the purpose of the governing group that the club house and grounds shall be continually open without charge to such community organizations as Boy Scouts, Girl Scouts and Camp Fire Girls.

A Junior High School Conference — The Tenth Annual Junior High School Conference will be held under the auspices of the School of Education of New York University on Friday evening and Saturday morning, April 13th and 14th. The general theme of the conference will be "The Teacher As a Person in the New Era." Further information may be secured from Miss Lillian O'Neill, Secretary, Tenth Annual Junior High School Conference, New York University, Washington Square, East, New York City.

The Playing Fields Association Considers Play Leadership—On July 21st the first Conference on Play Leadership was held in London under the auspices of the National Playing Fields Association. The values of leadership, the training of leaders and their remuneration were discussed by a large group of people who were deeply interested in the subject. The following resolution was adopted:

"That this Conference being convinced that until the principle of play leadership has been generally adopted the open spaces and playing fields of the country can never be of maximum value to the community, expresses the opinion that all local authorities should, whenever and wherever practicable, make arrangements for the provision of trained play leaders, assisted, when necessary, by voluntary helpers. The Conference therefore asks the National Playing Fields Association to approach all education committees and parks committees, urging them to start a system of play leadership in their areas."

Political Clubs on Playgrounds—In a letter published in the *New York Times*, a writer queries:

"Among provisions for more leisure why not consider political clubs? Our school houses might shelter them in the evening for a modest fee. Their discussions might give some of us both entertainment and instruction. A club that passes resolutions has one element of interest that a forum lacks.

"Of course, some clubs will be composed of spoilsmen and some of wild radicals but not all. If we believe in government by discussion we ought also to be willing to discuss government with our neighbors. . . . As the ancient Greek citizens gave time to politics because slaves gave them leisure, so we might give time to politics because machines give us leisure."

Monroe, Louisiana, Secures Department of Recreation — The passage of an ordinance in Monroe, Louisiana, has made possible the creation of a Department of Recreation of five members. As no appropriation was made when the work began last spring, the department created assumed responsibility for securing the salary of a recreation executive, and Miss Lucyle Godwin, director of the work, is conducting a program with a wide range of activities.

Golf for the Working Man—If the plans of the Public Recreation Commission of Cincinnati, Ohio, are carried out the city will provide free golfing lessons for beginners at the new municipal Waterworks Park course now under construction and scheduled to be opened July 1st. The course is being built by relief labor on a 250 acre tract leased from the city. The Federal Government is planning to comply with the request of the Cincinnati Public Recreation Commission and will move the airways weather broadcasting station now on the waterworks grounds to a new site.

Philadelphia's New Library — In July the Philadelphia Playgrounds Association, in cooperation with the public library, the Federation of Churches and the Shelter for Homeless men, established Philadelphia's open air library on a few park benches. The stock of the library at its opening consisted of several hundred recent copies of well known magazines, intended for the use of the unemployed who spent most of their time on park benches. Books and newspapers, it was planned, would be added as donated.

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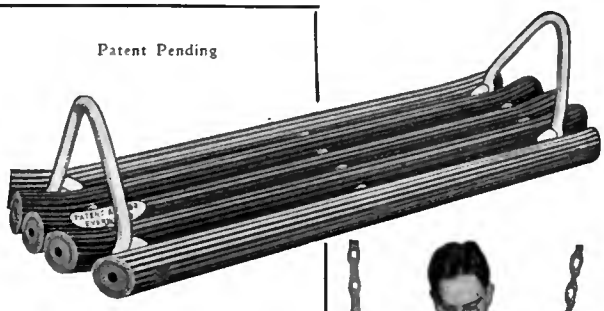

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Detroit's Tennis Tournament — Heralded as the largest tennis tournament ever held in the United States, the Recreation Department of Detroit, Michigan, is justifiably proud not only of the tournament and its success but of the greatly increased interest in tennis which marked last summer's program. First came the city municipal parks championship with 200 entries, more than double the number in former years. Then someone suggested a novice tournament open to any player who had never won a title in a senior major single tournament. This created much interest and recreation officials in eight neighboring cities cooperated in the preliminary tournaments. There were 1,102 entries with preliminary tournaments played on the same day at seventeen centers. Finals were played on twelve public courts at Waterworks Park, fifty-one men and thirty-two women competing in the finals. The *Detroit News* through its support did much to make the tournament a success.

Deleveloping Character in Your Child— *Child Welfare*, the National Parent-Teacher magazine, from September, 1933 through April, 1934 will publish a series of eight articles forming the basis of a parent education study course. The articles are as follows: "What About Work?" (September); "What About Play?" (October); "Heroes and Hero Worship" (November); "Love and Friendship" (December); "The Child's Room" (January); "The Child's School" (February); "The Child's Community" (March); "The Child's Religion" (April). Single copies of *Child Welfare* may be secured from the Child Welfare Magazine, 1201 Sixteenth Street, N. W., Washington, D. C., at 10 cents a copy.

Volunteer Leadership in Dalton—The three playgrounds conducted by Dalton, Massachusetts, Community Recreation Association were operated last summer by volunteers, twenty-three of whom gave their services for two weeks or more. The opening of the playgrounds was preceded by an institute for volunteers. Although the appropriation was cut from $2,500 to $1,500, more improvements were made than during any past six summers through labor performed by men paid by the Welfare Board who served as caretakers and laborers.

Cincinnati's Pageant—Eight hundred children of Cincinnati, Ohio, took part in the pageant presented by the Public Recreation Commission on the zoo opera stage. "The Old Woman Who Lived in a Shoe" was the subject and the only scenery was an immense shoe at the back of the stage which looked like a house with a door in the heel, windows in the top which opened and closed with little green shutters, windows in the eyelets and other devices which made for effectiveness. The Playground Mothers League bought the material and made the costumes assisted by the children.

New Play Areas—Reports from a number of cities indicate that last summer a number of new playgrounds were opened or under construction in all parts of the country. In Pittsburgh, the Y. M. C. A. donated the use of property purchased for the site of a new building, the construction of which has been delayed. The ground was equipped by the Division of Recreation. For the sum of $1.00 a year W. R. Gibson, president of the Gibson Corporation, has turned over ten acres of land in Lynbrook, Long Island, for use of the playground and athletic field. Bowling Green, Kentucky, has a new park purchased by the city. Mr. and Mrs. George A. Loughlin of Greggsville, Wheeling, West Virginia, have deeded to the city a tract of land to be used for recreation. Cincinnati has received from Dr. and Mrs. N. W. Brown three acres of land, while New Orleans announced a new playfield with facilities for major sports. Fifteen acres of the Amazon Reservoir site have been donated by the Public Utilities Commission to the San Francisco Recreation Commission, and 600 unemployed men will be put to work. In Westport, Maryland, a three and a half acre lot has been presented to the city by Charles A. Cummins which will be known as the Florence Cummins Playground in honor of Mr. Cummins' wife. Tennis courts, baseball diamonds and similar facilities will be provided. An 80 acre recreation center for College Park, Georgia, was dedicated in August. Facilities include a modern club house built in log cabin style, tennis courts, and a golf course.

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The Pennsylvania State College
State College, Pa.

Jacksonville's Doll House—Fancy dolls, rag dolls and dolls of every description were entered by children and grown-ups in the annual doll show held in June by the Jacksonville, Florida, Recreation Commission. Three classes of competition were open—dolls representing children; dolls representing adults, and miscellaneous classification. In judging stress was laid on the costumes rather than on the types of dolls. Fashions for every day attire, sports, school clothes, military uniforms, evening dresses, party dresses and wedding clothes, were in vogue. Many different nationalities were represented.

Waco, Texas, Recreation Program to Continue—On August 26th the citizens of Waco, Texas, defeated a charter amendment designed to amend the city charter to read that the City Council "may" levy instead of "shall" levy a tax for recreation. This amendment, if carried, would have resulted in practically abolishing the Recreation Commission. Following an intensive cam paign the amendment was defeated by a vote of almost three to one. This means the continuance of the local program with a budget of $7,150.

Park Acreage in Denver—According to the report of Denver's Park System 1933, the combined acreage of the mountain and city parks of Denver, Colorado, affords its population an acre of park for every twenty-five people.

Steubenville Reduces Rates—The Steubenville, Ohio, Recreation Board is offering a combination season ticket for golf and swimming at the following rates: Men, $10.00; women, $5.00; students, $5.00. Special rates are being offered for groups. Groups of three or more receive a 25 per cent discount; ten or more, 30 per cent; twenty or more, 40 per cent, and forty or more, 50 per cent.

What 5,000 People Do in Their Leisure Hours

(Continued from page 550)

drama groups under public and private auspices are in order since although statistical summaries do not bring demand for them near the top of the list, yet personal interviews among many hundreds indicated strong desires for them.

More Leisure Time Studies

(Continued from page 554)

Community Council as the result of its study of what 54 men and 32 women did in their spare time. Those who responded to the questionnaire were asked to indicate the extent of their participation in 32 spare time activities by checking the words "regularly," "often," "sometimes," seldom" or "never." It was found that all of the men read newspapers; 50 listened to the radio; 42 went on automobile rides; 40 studied at home; 39 went to church; 39 read magazines; 36 wrote letters; 35 listened to classical music; 34 read serious books; 30 went to the movies; 38 played with their children; 28 went to libraries; 28 visited the zoo; 28 did home carpentry; 27 went to parties; 26 to baseball games; 26 to dances; 25 to club meetings, and 25 to the theater.

Lesser numbers of men sang for recreation or went to concerts, did charity work, read novels, painted or drew pictures. Seven said they were interested in cooking and sewing.

Of the 32 women, 30 were classed as having at least a moderate interest in cooking and sewing. An equal number listened to the radio and 29 read newspapers. Twenty-four wrote letters; 24 went to church; 22 read magazines; 22 went for automobile rides; 20 went to libraries; 20 to movies; 18 to dances; 18 to club meetings; 18 sang; 18 went to parties; 17 read novels; 14 read serious books; 13 studied at home; 13 played with their children; 13 went to the zoo; 11 to concerts; 11 to the theater and 10 to community centers.

Significant differences were found in the spare time habits of men and women. The largest group of men, although less than a majority, went to baseball games "sometimes" and the larg-

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est group of women "never" went. Men were more apt to study at home than women, women more apt to sing than men. Mothers tended to play with their children "regularly" and fathers "sometimes."

How Salespeople Spend Their Leisure

An interesting report comes from the National Retail Dry Goods Association.

One hundred and thirty-two salespeople when asked how they spend their day off during a week in the fall combined the following answers:

At hairdressers	Reading
Auto rides	Resting
Golf	Sewing
Hiking	Shopping
Housework	Sleeping
Movies	Sports
Nursing	Swimming
Out in the open	Trips
Visiting	

Of the above, "housework" and "out in the open" were by far the most popular diversions.

The question, "are people pleased with the additional leisure which is now theirs?" brought the following answer:

"In the majority of instances, yes. Some who do not know how to pleasantly and profitably use leisure would rather be at work. One young man who comes in later each morning would rather come in early than 'help with dishes' at home. A holiday which is not also a holiday for one's friends is apt to be an irksome thing. It would seem as if eventually there may be enacted a five day work week—with two days off—Sunday and one other, as a holiday. This would solve the problem of leisure and also stimulate business."

Camp Fire Girls Have An Answer

(Continued from page 555)

vestigating the various kinds of saddles and bridles used in this and other countries. The local executive says, "The girls are really catching their flowing manes! We are planning talks by business men and interested women who have hobbies which the girls have chosen. They will help the girls to begin work, and show them some of the possibilities open to them. Our groups are all busy because each girl has charge of a hobby meeting and she wants hers to be the most interesting. Some groups have proud cooks who exhibit their wares, believing that the way to win

(Continued on page 581)

Among Our Folks

ALFRED G. ARVOLD

On February 10th, 11th and 12th, the twentieth anniversary of the Little Country Theater, Fargo, North Dakota, was celebrated. The anniversary program was replete with activities common in the public discussion laboratory plays, round table discussions, luncheons and dinners, program exercises, music and demonstrations of talent from all over the state. Special features included the unveiling of a Peer Gynt window and the formation of an Ibsen Club.

The twenty years which have passed since the foundation of the Little Country Theater have been rich with human experiences. Over a quarter of a million people have passed through the theater's laboratories and caught its vision. Inseparable from the history and achievements of the Little Country Theater is the personality of its founder, Alfred G. Arvold, who, while a student at the University of Wisconsin, conceived the idea of a theater which would belong to the people who live in out of the way places and which would be a satisfying and rich channel of expression.

Mr. Arvold has always been a warm friend of the recreation movement. He has been present at a number of the Recreation Congresses where with impressive simplicity and power he has told the story of the Little Country Theater. He has taught at the National Recreation School. His experience and knowledge have been available to all wishing it.

Recreation workers throughout the country will join in wishing Mr. Arvold many more years of service at the Little Country Theater.

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favor is through the well known channel of the stomach."

The Camp Fire executive in Portland, Oregon, says that the hobbies project has shown that even high school girls have time to do what they really want to do. Girls who have chosen the same hobby get together weekly; there is a writing group meeting with a friendly novelist, and groups have also been formed for chorus work, dramatics, handicrafts, riding, camp craft, interior decoration. Hobbies chosen by the girls reflect their favorite activities as shown in the special survey conducted by the organization this year—sports, hiking and outdoor cooking, dramatics, handicraft, entertainment, music, and dancing.

Two groups of Camp Fire Girls in Iowa recently won the highest commendation from the judges at a county flower show and at the State Fair where they exhibited over 500 specimens of native wild flowers. These two groups had made the collection a joint hobby, and the work and enthusiasm of all the girls made possible a very worth while undertaking. This sort of nature hobby is an excellent one for the individual, as well, and the things he or she may collect are almost innumerable. The bypaths of a nature hobby lead one to all sorts of interesting discoveries about the surrounding country and may lead also to a genuine interest in the larger fields of geology, astronomy, or biology. A beginning can be made without purchasing any equipment, and there are books in most libraries to help the new hobbyist.

During March and April Camp Fire Girls will be holding hobby fairs in many towns throughout the country. At these fairs not only boys and girls will be exhibiting their hobby collections and scrapbooks, but in many cases, adults who have interesting hobbies will be asked to contribute. The purpose of the fairs is to stimulate the interest of the whole community in the possibilities for real pleasure to be found in hobbies, and to give adults and children alike new ideas for hobbies of their own.

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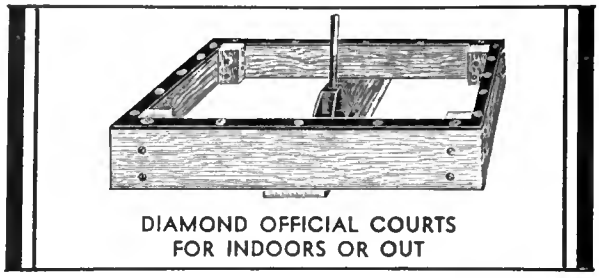
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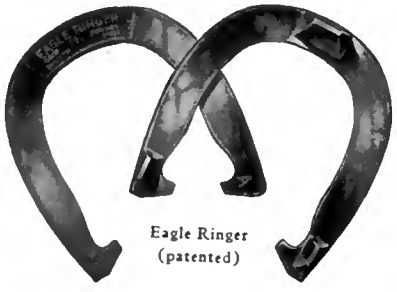
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At the Exposition of Women's Arts and Industries to be held at the Hotel Astor, New York City, in October, Camp Fire Girls will sponsor a hobby display. They are asking women in all parts of the country who have interesting hobbies to write describing them to the Hobby Committee, Camp Fire Girls, 41 Union Square, New York City. From these letters the committee will choose the material for the display. Prizes will be awarded at the Exposition.

The Place of Leisure Time in the Modern Social Order

(Continued from page 557)

adding bits to the whatnot. Sticking to one or two types of activities which appeal strongly has a much greater value. Experimentation is also needed in the matter of organization and set-up of leisure time programs; how to make them available in such a way as to be of the greatest service. There is also need to dig up sources of enjoyment, particularly those which involve very little expenditure of money.

The interest of the personnel manager in the use of leisure time by workers was discussed by Miss Helen R. Norton, Manager, Personnel Group, National Dry Goods Retail Association. The interest is primarily a selfish one in order that the employee may come back fresh for work. An attempt is being made to secure information from personnel managers in dry goods stores as to what they have done or are thinking about the leisure time program. She believes that with the reduction in working hours in stores much more will be done in the way of both guiding employees in the use of their leisure and also, perhaps, in the actual provision of opportunities. The rigid educational hours and requirements make it difficult for store workers to enroll in most courses during their odd hours. She suggested that one of the most important things which could be done would be to have appointed in each city a coordinator to work with large stores to try to bring together people who have the same interests and then secure facilities and opportunities which will enable these people to carry on their activities.

Suggestions for Music Week and Other Weeks

(Continued from page 562)

"Folk Festivals" collected by Mary E. Shambaugh, published by A. S. Barnes & Co., 67 West 44th St., New York. Price $3.00

"Folk Festival of The Homelands," A forty-one page, annotated and illustrated program of a two-day festival held in New York. Obtainable from the Folk Festival Council, 222 Fourth Ave., New York. Price 25c.

There was much pleasure at a neighborhood center in New York one evening when, after enjoying the dancing and singing of an Estonian, a Bulgarian and a Ukrainian group, each in costume and appearing alone, the audience was invited to learn one folk song from each group in English translation, and to sing it with them. (The songs had been chosen beforehand from those suggested for the purpose by the leader of each group.) All three groups were on the stage together, their costumes presenting a full springtime of color, while the easy learning of each song went on. They all joined in the singing. That, too, was a festival, and one easily arranged. We are likely to picture an enormous company of performers when we think of having a festival; but it is the festive spirit that makes a festival, and that may arise in full delight even in a small company.

NOTE: This article may be secured in the form of a mimeographed bulletin for 15 cents.

Fall and Winter Hiking

(Continued from page 563)

One of the hikes of that first winter which the group now likes to recall was a hike taken one Sunday afternoon when the roads, the trees, and the ground were covered with a sheet of ice. The hike led into some canyons, and such slipping and sliding and scrambling as resulted defy description! Luckily no casualties resulted, and the club is looking forward to another ice-bound hike.

A year ago last spring sixty members of the club motored seventy miles to the site of an Indian burial ground, probably two hundred years old, and there, in a beating rain, discovered some beads, war paint, and a fine, flat spear. In spite of soaking which resulted, despite the fact that many of the cars had to be pushed up the clay hills, it is a hike that is recalled frequently with many "Do you remembers."

Something of the spirit of the club is reflected in the club song, parts of which follow:

We travel the highways
The streams and the byways
Whatever the weather may be.
We all hike together
In all kinds of weather
O'er trails that are ever new.

Stop on account of weather? No indeed! Neither hot winds nor cold winds, rains, blizzards, nor sub-zero weather stop these hardened hikers from living up to their slogan, "No hikes postponed on account of weather."

The Automobile As a Factor in Recreation

(Continued from page 569)

reation areas of some of the largest metropolitan centers. Examples are the Cook County Forest Preserves near Chicago, the Palisades Interstate Park near New York City, and the Los Angeles County Parks. Automobiles have helped to popularize the parks around Boston and Cleveland. The effect of these parks on recreation activities has been immense. Golf and other games that require space for their enjoyment have found thousands of new fans.

It seems certain that the shorter working hours envisaged in the National Recovery Act and the "new deal" must increase use of all these city, county, state and federal recreation facilities. Hundreds of New Yorkers, for example, may drive to beaches beyond the polluted waters in the mid-city sections of East River and the Hudson. They may play a round of golf on a Westchester County course or picnic along the Palisades. In all parts of the country people will use their cars to transport them to parks outside the city limits to recreation places of many kinds where they may enjoy the forms of recreation which appeal to them most. Vacation motoring, which, according to the Social Trends Committee declined from 10 to 15 per cent in 1930, will again come into its own, and the natural beauty of national parks and forests, which the federal government is doing so much to preserve, will become the possession of many thousands who without the automobile could never hope to see these wonders.

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How to Produce a Play

(Continued from page 571)

actor? There is a difference between a Chinese robe and a Japanese kimona, and savage Indians do not wear white collars under their buckskin jackets.

Fit. Does the costume fit as it is supposed to, or does the actor look as though he were wearing

some one else's clothing? Use discretion in borrowing the other fellow's clothes for a stage costume. Often the fit can be accomplished with a package of safety pins as easily and as satisfactorily as with needle and thread.

Color. Does the color become the actor? Does it suit the atmosphere of the scene? Does it harmonize with the other costumes on the stage? Does it contrast or show up against the setting? How will it react under the lights used in the scene? The costumer must ask himself a host of questions in deciding upon the color for the various costumes. Color can be obtained by dyeing and painting the material.

Texture. Each material has a distinct texture of its own which possesses a definite personality, and its own way of reacting under stage lights. Velvet, silk, burlap, muslin, cheesecloth, each expresses a different personality.

Silhouette. Each costume should have a distinct silhouette (profile or line), and there should be a variety of silhouettes on the stage. Each silhouette must be characteristic of the part portrayed, as well as historically and geographically correct. Wire, buckram, cardboard, ruffles and puffs are used to hold the material in form to secure unusual and striking effects by an artistic magnification of silhouette.

A Few Simple Costume Suggestions

Plate armor can be made of buckram, moistened, shaped and sewed, then painted with aluminum paint and dusted over with graphite dust.

Chain mail can be made of old knitted sweaters, burlap or knitted dish cloths sewed together and painted with silver or aluminum paint.

Buckskin for Indian and pioneer costumes may be made of osnaberg dyed a soft yellowish brown. Fringe and bead the material for the Indian costumes.

Sandals may be made of inner soles and cloth tape.

Boots and leggings may be made of oilcloth or painted heavy canvas.

Helmets and hats can be made of buckram painted or covered with other material.

Flowered cretonnes are effective in colonial costumes.

Jewelry can be made of cardboard, putty, gold paint and glass beads.

The group which produces only occasionally

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Parents' Magazine, February 1934
- Creative Opportunities for Children, by Sibyl Browne

The Journal of Health and Physical Education, February 1934
- The Influence of Physical Education Upon Other Forms of Cultural and Avocational Recreation, by A. S. Hotchkiss
- Community Recreation Centers, by Strong Hinman
- Boston Board of Officials for Women's Sports, by Elizabeth Beall and Emily MacKinnon
- Teaching of Swimming and Diving to Women, by Ann Avery Smith

The Journal of the National Education Association, January 1934 and February 1934
- The New Leisure Challenges the Schools (series), by Eugene T. Lies

The Woman's Press, January 1934
- Good Times Together, by Mary J. Breen
- Learning a Way of Leisure, by Harry A. Overstreet
- Leisure—for What? by Janet Fowler Nelson

The Survey Midmonthly, February 1934
- A Park for Every County, by Henry S. Curtis

The Grade Teacher, March 1934
- Designing Kite Decorations, by William V. Winslow

Child Welfare, February 1934
- Amusing Young Patients, by M. Louise C. Hastings

Parks and Recreation, January 1934
- Federal Aid for Parks and Recreation Systems
- Construction of Pedestrian Paths Along Highways

PAMPHLETS

Child Labor—Facts and Figures
Publication No. 197, Children's Bureau, U. S. Department of Labor. $.10.

Reading List—Junior and Senior High Schools
Bulletin 80, 1933. Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pa.

Annual Report of the Bureau of Recreation, Department of Public Welfare, Knoxville, Tenn., 1933

Annual Report and Program of Recreation and Playgrounds, West Chicago Parks, Chicago, Ill., 1933

A Report for the Year 1933—*Department of Public Recreation, Irvington, N. J.*

Somerville, Mass., Recreation Commission Report for the Year 1933

Report of Playgrounds—Holyoke, Mass., 1933

Recreational Use of Watersheds: A Suggested Reading-List
Bureau of Public Administration, University of California

Annual Report of the Belleville, N. J., Recreation Commission, 1933

Minnehiker 1933 *Year Book*
The Minneapolis, Minn., Municipal Hiking Club

Report of the Board of Park Commissioners for the Year 1933, *Oklahoma City, Okla.*

Recreation Department, City of Passaic, N. J., Twelfth Annual Report, 1933

can often rent some costumes, such as uniforms and period costumes, more cheaply than they can be made. The group which produces continually, however, will usually find it cheaper to make the costumes and add them to the wardrobe, as they can be used time and time again.

No matter what the costume, it is important and should receive careful study. If at all possible the actor should wear the costume the last week of rehearsals so that he will have the air of wearing his own clothing and not a stage costume.

At a Settlement

(Continued from page 572)

in drama through the Irene Kaufmann Settlement Players, the Guild Players, the Children's Theater performances, play contests and drama classes.

Art classes and modeling classes had their devotees. The Art School founded by Mr. Teller in 1917 has grown steadily and now consists of a modeling studio, a children's creative studio and an adult painting and drawing studio well equipped with the necessary facilities.

Social activities, lectures and a variety of other activities have been popular and have added their quota to the aggregate attendance for the year of almost 335,000 individuals in recreational and educational programs — a record which speaks for itself.

The Radio As a Medium for Recreation Programs

(Continued from page 574)

The other half of the weekly radio program, "For Boys and Girls Only," consists of a number of activities in playground routine. This includes spelling bees and dramatic plays, interviews between Don Thompson, KPO sports reporter, and different boys concerning their ideas of games and sports. The plays are chosen by Hester Proctor, Supervisor of Dramatics for the Recreation Commission. In many of these presentations the playground director tells the children a story containing three or four characters, and they are permitted to put the dialogue in their own words. A lack of singsong delivery is the pleasing result. The sports interviews are often amusing because the boys are not rehearsed and their impromptu answers are naive and entertaining.

The spelling bees have, perhaps, caused the greatest amount of comment from the radio audiences because of their educational value and element of human interest. A unit of ten children is picked at random from a playground and these units spell in teams until they reach the finals by elimination. The spirit of competition creates a widespread interest among radio listeners.

The old adage about the "proof of the pudding" might be applicable in this case, for Mrs. Foster reports an increasing attendance of children on the various playgrounds which may be traceable, at least to some extent, to the interest created in these presentations. A weekly average of twelve hundred is registered this year in the city playgrounds, whereas only nine hundred reported last year at this same time. Also from the radio officials comes the report that they are well pleased with the reception of these programs.

These recreational programs have passed the experimental stage, and undoubtedly will prove to be a valuable addition to radio broadcasting in the future. San Francisco truly is proud of the pioneer work which the Recreation Commission's music and dramatic departments have done along these lines.

A Magazine for Instructors and Woodworking Students

● Class assignments, ready for the students, are at your command in *The Home Craftsman*. The working drawings are complete and unusually large. Every project is well illustrated with photographs and described in clear, simple words. Each one presented has actually been made, for it is only in the construction of a project that the mechanics can be simplified and flaws eliminated. Each issue carries small items for beginners, and larger ones for the advanced student. Workshop hints and short-cuts in procedure abound in every issue.

● A glance at the new number will show you why an instructor* in Long Island, New York, said, "In the public schools I find your magazine more useful than any other on the market, and I try most all of them."

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THE HOME CRAFTSMAN

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New Books in the Leisure Time Field

The New Leisure Challenges the Schools

By Eugene T. Lies. National Recreation Association, New York. 326 Pages. Cloth $2.00; Paper $1.50.

A TIMELY BOOK, a mine of information, a well of inspiration on the whole vast subject of schools in relation to the problem of leisure. Based upon eighteen months' study in the field, the examination of loads and loads of printed material and conferences galore with school authorities in all parts of the country.

Abundant leisure is here. The schools are passing through a period of reconstruction. Administrators and teachers are groping for new light upon the place of education in a world full of momentous new issues affecting the very fundamentals of civilization. And here is a document, sponsored by the National Education Association and blessed with a foreword by one who has pioneered in preaching the gospel of education for the best use of free time, Dr. John H. Finley. "Here," he declares, "is the first comprehensive, interpretive, practical guide to the new land that lies beyond the verges of the vocation."

Training for leisure through the daily program; what is being done in the fields of physical education, art, music, dramatics, literature, the handcrafts, nature study, extra-curricular activities. What about after-school hours, vacation time, recreational opportunities for youth and adults, larger use of schools by the community, evening school programs, recreation systems under school boards? All these matters are discussed in illuminating fashion

The schools in relation to other agencies and influences in community life, including city recreation departments, is the theme of one important chapter.

While Mr. Lies is all for a larger understanding and a larger assumption of responsibility in the field of leisure by the school folks, he nevertheless presses the point that "the school cannot do the whole job of either educating for leisure or providing full opportunities for everybody during free time," declaring that "the need of the hour everywhere is for social and educational statesmanship based upon cooperative study and thinking," "a locking of arms of many community forces."

City recreation workers, settlement workers, Y. M. C. A. and Y. W. C. A. workers, community chest and council of social agencies executives, parent-teacher association officials, as well as school administrators and teachers, would derive light and leading from a study of this book, which was the basis of much discussion at the recent Cleveland convention of the National Education Association.

Mental Hygiene in the Community

By Clara Bassett. The Macmillan Company, New York. $3.50.

THIS PICTURE of the relation of mental hygiene to community problems rather than the problems of the individual is an important contribution to the literature on this subject. In a stimulating chapter on Mental Hygiene and Recreation the author points out the value of a vigorous and varied recreation program as a community health measure. "There is," she says, "the closest relationship between creative recreation and mental health, and it may safely be said that the work of recreational agencies which furnish a wide variety of opportunities for joyous participation in wholesome play activities is one of the greatest social forces for the promotion and preservation of physical, mental and social health."

Miss Bassett presents a challenge to recreation workers when she points out the difficulty "of securing recreational opportunities and understanding recreational supervision for children who are known to be delinquent, peculiar or especially difficult." Not only, she feels, is recreational "discrimination" apparent in relation to individuals with behavior and personality disorders, but is decidedly prevalent in regard to certain social groups. The book represents an unusually stimulating approach to mental hygiene and community problems.

Youth Never Comes Again

Edited by Clinch Calkins. Published by Committee on Unemployed Youth, 450 Seventh Avenue, New York. $.25.

CLINCH CALKINS, author of *Some People Won't Work,* has given us in this booklet a practical handbook for the use of community officials, educators, social workers and others interested in the problem of unemployed youth. Whose business is it, the author asks, "to give to the young people of the depression a reason for existence or even a method of endurance if no satisfactory objective can be found"? The answer is clear. It is plainly every one's business—the family's, the state's, and the intermediate community's, for in twenty years these young people "will either be carrying the country on their backs or the country will be carrying them."

Miss Calkins suggests ways of starting, points out how the resources of a whole city can be drawn upon for a single end, records a number of self-help and mutual aid projects, describes some of the recreation programs being conducted, and discusses informal education and school programs. The booklet is stimulating and practical. It should be in the library of every recreation worker.

Art in America.

From 1600 to 1865. Prepared by Harold Stark. University of Chicago Press, Chicago, Illinois. $1.00.

This illustrated guide, prepared under the auspices of the American Federation of Arts and a number of cooperating agencies, is designed for use in connection with a series of sixteen broadcasts on American art which will be conducted every Saturday night at 8:00 P. M., Eastern Standard Time, over Station WJZ from February 3rd to May 19th. The first series of broadcasts, together with the guide, has been organized with the cooperation of the Art Institute of Chicago and the Metropolitan Museum of Art. The second series, dealing with art in America from 1865 to the present time, will be prepared with the cooperation of the Museum of Modern Art. The guide is a most informative and beautifully illustrated book which recreation workers will welcome.

The Rebuilding of Blighted Areas.

A Study of the Neighborhood Unit in Replanning and Plot Assemblage. By Clarence Arthur Perry and C. Earl Morrow. Regional Plan Association, Inc., 400 Madison Avenue, New York. $2.00.

As the title implies, this book deals primarily with housing and planning problems. In attacking the problem of rebuilding blighted areas, the authors have used as a basis for their various plans a rectangular tract of land in Queensboro, New York City, comprising forty-one acres. Five alternate plans have been prepared to provide housing at varying costs for from five to six thousand population. The practical problems involved in assembling the acreage necessary for a neighborhood housing development and the financial factors involved are carefully considered. Of special interest to playground and recreation authorities is the provision for recreation areas in all the plans. As pointed out in the foreword: "Children can reach playgrounds and youths athletic fields with no danger from traffic. Movies, lectures, dances, theatricals, bowling, swimming and billiards—for these and many other recreations and diversions adequate provision is made right in the housing scheme. In a word, this plan not only provides comfortable shelter and the services required for efficient home-making, but in the same framework it incorporates the facilities required for the cultural and social life of the family—facilities which the resident of the modern city by himself is unable to secure, but which he has long needed and which he will find more necessary than ever in the 'new leisure' that is now at hand."

Each of the five plans provide that the center of the unit shall be devoted primarily to recreation areas, the total space allotted for this purpose averaging about nine acres. Among the features provided in each plan are a children's playground adjoining the school, several tennis courts, an outdoor swimming pool and athletic field, as well as a common or landscaped area. Each plan also provides for a number of indoor facilities such as gymnasium and locker rooms, bowling alleys, game rooms and dance hall, as well as a motion picture theater. Mr. Perry's plans deserve special commendation for their very considerable allowance for recreation. As pointed out in the report, the space allotted for these recreation areas is in addition to the many landscaped courts which are equal in area to those which have been provided in the average development of the New York State Housing Board.

Recreation leaders will do well to become familiar with this recent contribution to the very important problem of neighborhood planning.

"Kit" 35.

Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

"Kit" 35 contains some brief suggestions for Christmas programs. There are also a number of games and folk songs with music.

Club Leadership.

By Basil L. Q. Henriques, M.A., J.P. Oxford University Press, London. $1.50.

Here is a human document written from wide experience by a man who cares deeply for boys and who understands them and their problems. Though based on experience in English clubs, there is a fund of information applicable to work with boys in America and other countries. Suggestions are offered for organization and administration, activities, leadership, problems of discipline and the many factors which enter into boys' club life—all discussed in simple and human terms.

Girl Scout Handbook.

Girl Scouts, Incorporated, 570 Lexington Avenue, New York City. $.50.

The new edition of the *Girl Scout Handbook*—a volume of almost six hundred pages— should have great value not only for Girl Scout leaders but for recreation workers in general who will find in it a vast amount of information on subjects of interest to them. These include hiking and camping, swimming and life saving, citizenship, handcraft and camp fire programs. Complete information is given about badges and awards and the requirements for the different ranks of scouting. There are many illustrations. A copy of the Girl Scout proficiency badge requirements and special awards is supplied with the book.

The National Parks and Emergency Conservation.

National Park Service, U. S. Department of the Interior. Government Printing Office, Washington, D. C.

In this new and attractive pamphlet much timely information is given regarding the administration of our national parks and the emergency conservation work being conducted.

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